



At Left:

"Our House"  
Blockprint by  
Raymond Walker  
Waller H. S., Chicago



Below:

"New Dolly"  
Blockprint by  
Loretta Mativicio  
Tuley H. S., Chicago



DECEMBER, 1949

# The American Teacher



## Freedom and Security— The Basis for World Peace

I AM honored to have this opportunity to bring you greetings from two national organizations which are working vigorously and effectively for the strengthening of our democratic forces. The Americans for Democratic Action is a great organization of people from every profession, every occupation, every area of our nation—people who are concerned with solving the problems, both at home and abroad, which are common to all who have jobs to do and bread to win. We are the common people, millions of us, who hold with you that freedom is to be cherished and need not in a democratic society be lost in gaining the securities which we all seek: the right to work at a profitable job, the right to health and happiness, the right to security in old age, the right to speak our minds freely and without duress, and the right of workers to band together for the common good and for the welfare of the individual worker.

The American Federation of Teachers is the largest trade union of teachers in America and draws its membership from elementary schools, secondary schools, colleges, and universities. It is affiliated with the American Federation of Labor, which is the largest labor organization in America. Among our principal objectives is the development throughout the world of mutual understanding and international security brought about by the dynamic force arising from the people themselves, united by common ideals and joined together for the good of all.

We are well aware that frequently the groups of which we are a part are misunderstood; I shall attempt, therefore, in these few moments to bring to you some understanding of our feeling and belief.

First let me say that we believe that freedom need not be sacrificed to gain the fundamental securities of food, shelter, employment, and general welfare. We believe it is possible in a democracy to have both a planned economy and freedom; to have the government concern itself with the welfare of each citizen, and at the same time to preserve for the individual the opportunity to choose his own way of life. This is being done, and the groups which I represent

AFT President John Elund represented the Americans for Democratic Action (ADA) at the French National Peace Conference held in Paris November 7-11. ADA is the liberal, non-Communist organization headed by Senator Hubert Humphrey of Minnesota.

The Conference was called together under the slogan, "A United Europe in a Free World." Although this was the first session since the war, it was the fifteenth in the history of the organization. Participants included government, labor, and educational leaders. Seeking to unite progressive, liberal, non-Communist forces on a genuine program for peace, they considered all aspects of the problem, particularly the steps taken toward European unity at the Strasbourg meetings last summer.

Mr. Elund addressed the Conference at its opening session. A digest of his address is presented here.

are in the forefront of the battle.

While our vigorous trade union movements, with over 15 million members, are achieving security and winning freedom for the workers whom they specifically represent, they are also going far toward securing these fundamental rights for all workers, organized or not.

We realize that there are dangers from both the extreme right and the extreme left, but we are going forward on the principle that the surest way to combat totalitarian forces is the organization of workers into free trade unions with a dynamic program. Big business does not run America—it is adequately balanced by the power of the trade union movement. Perhaps we have been remiss in not making ourselves understood by you and others of our friends; perhaps we of the non-Communist liberal forces in America have not learned to know you as we should. Surely the concern for full and profitable employment, for sick benefits, for medical services, for security in old age, for free public education, as well as for freedom of thought and scientific inquiry is the same in all the world—this is the program to which we are dedicated.

Not only do we not condone, but we have fought against any infringement upon free speech and free expression. While it is true that laws have been passed in several of our 48 states to restrict such freedoms, in practical application teachers remain free, workers have the right to organize in trade unions, and all people are free to think independently. We do draw the line at conspiracy against the government, as any group would do which is concerned with preserving the framework of democracy. Democracy is preserved only at the price of vigilance and constant effort for improvement.

*(Continued on page 14)*

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## Two AFT State Federations Vote Scholarships for AFT Workshop

Two AFT state federations have decided to provide funds for scholarships to the annual AFT Summer Workshop, held at the University of Wisconsin School for Workers.

The Indiana Council of Teachers Union was the first to take this action. It is also urging each AFT local in Indiana to provide a scholarship for one of its members.

Early in November the Washington State Federation of Teachers voted to finance a scholarship to the workshop.

## Secretary-Treasurer Kuenzli Elected to IFTA Executive Board

Word has been received from M. Michel, of Lausanne, Switzerland, Secretary-General of the International Federation of Teachers' Associations (IFTA), that AFT Secretary-Treasurer Irvin Kuenzli has been elected a member of IFTA's executive board.

IFTA is composed of national organizations of elementary school teachers. The AFT has been a member of this international organization for many years.

Mr. Kuenzli attended the IFTA meeting in Stockholm, Sweden, August 1-5, 1949, and presided at one of the sessions.

## AFT Member Represents AFL At German Trade Union Meeting

Henry Rutz, AFT member, represented the AFL at the organization of the new German Federation of Trade Unions in Munich, Germany, October 12-14. At the recent AFL convention in St. Paul, he reported that this new German labor organization had 5,000,000 members in 16 industrial unions, making it second in size in Europe to the British Trades Union Congress.

He said the new federation faces a big problem in presenting a united effort to combat unemployment, roll back prices, expand social security, obtain labor representation on government boards, change civil service laws in order to prevent the present regime from perpetuating itself, integrate 9,000,000 refugees, and get a greater share in administering the Marshall Plan aid. Mr. Rutz emphasized that it was important for the AFL to maintain its support of the free German trade union movement, since leaders of Western Germany have up to now shown little interest in building toward a real German democracy.

# AFT Delegates Take Active Part In Work of AFL Convention

*Secretary-Treasurer Irvin Kuenzli's usual page is omitted this month and instead we present this report of AFL convention action on problems of special interest to AFT members. Most of the report deals with action recommended by the education committee, of which M. Kuenzli was secretary.*

**T**HE AFT was represented by five able delegates at the AFL convention, held in St. Paul October 3 to 10. The delegates were President John Eklund, Secretary-Treasurer Irvin Kuenzli, and Vice-Presidents Selma Borchardt, Arthur Elder, and Mary Wheeler. Three of the AFT delegates served as chairmen of the committees to which they were assigned: Miss Borchardt was chairman of the committee on the Executive Council's report, Mr. Elder of the committee on organization, and Mr. Kuenzli of the committee on education. Mr. Eklund was a member of the important committee on legislation.

## EDUCATION

Many subjects of special interest to the AFT were included in the section of the AFL Executive Council's report entitled "Education." This section was referred to the committee on education, approved by the committee, and adopted by the convention. Since the opening paragraphs of this section state some of the fundamental principles supported by the AFL in relation to education, we quote them here:

The American Federation of Labor is deeply concerned with the whole educational process: the philosophy, the methods, the scope, and the purpose.

Through education should come mental growth and thought development, spiritual development and character building, vocational training, physical development and health conservation, including nutrition and recreation. The school shares responsibility with the family, the home, the church, and other character-building agencies.

Education is concerned with forces that are so fundamental in shaping human thought and action that the safety of free institutions requires that we never forget the possibilities and dangers of regimentation.

The tremendous problem for education today is to better equip man to help himself and his fellowmen in a free society: in fact to understand and appreciate what a free society is.

To many persons, today, "education" means largely "credits," "grades"—perhaps a degree. Our free trade union movement must help reestablish a more vital, a

more social meaning of "education," a better appreciation of the function of a democratic society, a deeper respect for the rights and dignity of every man, a stronger sense of responsibility to the free society we seek to preserve and develop. To us, education means not only formal academic schooling, but also training on the job, on the farm, in the factory, wherever men are learning by doing; it means experience in living with our fellowmen.

We have often pointed out that good formal schooling requires professionally trained, social-minded teachers; socially conceived, integrated, well-planned curricula; good school buildings and democratic school administration.

Vocational training, formal and informal, must help to establish standards for work proficiency as well as help to equip the worker for his work. Education must be continuous. Adult education is as essential in our complex society as is elementary education or any other level of education.

These are principles for which we have fought, at times through legislation, at times through our free trade union movement.

## Federal Aid for Education, and Health and Welfare Services for All Children

Of the nine resolutions recommended by the education committee and adopted by the convention, three dealt with federal aid to education. The first of these was as follows:

WHEREAS, For many years the AFL has advocated federal subsidies to raise substandard levels of education and to equalize educational opportunities for all children of the United States; and

WHEREAS, For a period of more than two years there has existed in the schools of the United States a serious crisis resulting largely from inadequate school finance and low salaries to teachers; and

WHEREAS, The Congress of the United States, up to the present time, has failed to enact a general program of federal aid to education; and

WHEREAS, The success of democratic government and the general welfare and security of the nation are predicated upon an adequate system of public education; and

WHEREAS, The failure of the United States to support adequately the education of its children, at the time of the greatest economic prosperity in the history of the nation, is placing the United States in an unfavorable

position in the eyes of the other nations of the world; therefore be it

*Resolved*, That the AFL in convention assembled in St. Paul, Minnesota in October 1949 again reiterate its stand in favor of the enactment of federal legislation which will provide sufficient federal aid to guarantee adequate educational facilities for every child in the nation; and be it further

*Resolved*, That the AFL insist that such a program of federal aid include substantial funds earmarked for providing more adequate salaries for teachers in the public schools and that funds also be provided to make possible certain health and welfare services for all needy children in the nation regardless of race, creed, or color.

The other two resolutions on this subject urged that federal aid, if and when adopted, be extended to Alaska, the Canal Zone, Hawaii, Puerto Rico, and all outlying territories which are under the ownership or control of the United States.

### **Expanded Educational Services**

In accordance with the recommendation of the committee on education, the convention also concurred in those sections of the Executive Council's report which urged support for:

1. S. 1411, a school health bill which would provide for health examinations and essential health services for all children.
2. Expansion of the school lunch program.
3. A research program to help determine the essential services through which the child's health and welfare may best be protected.
4. A large public school construction program, as provided in S. 2317, introduced by Senator Humphrey.
5. Federal funds to enable needy worthy students to continue attending school, and a program of loans to needy students.
6. Federal funds for the eradication of adult illiteracy.
7. Rural library demonstration centers.
8. A sound vocational education program, not separated from academic education, but integrated into the general educational program.
9. The improvement of the program operated by the Office of Vocational Rehabilitation to help the handicapped become self-reliant citizens again.

\* \* \*

In addition, the following resolutions concerning education were recommended by the committee on education and adopted by the convention:

### **International Travel for Citizens of the World**

*WHEREAS*, The promotion of world peace and international brotherhood is essential to the welfare of organized labor throughout the world; and

*WHEREAS*, International travel and visiting among the citizens of the various nations of the world are effective means of promoting world peace and brotherhood; and

*WHEREAS*, A primary cause of war is the fact that travel among the citizens of the world has been left largely to wealthy individuals and representatives of business; and

*WHEREAS*, UNESCO and other international agencies have pointed out the vital needs for more travel on the part of average citizens, including especially members of organized labor and other persons who are not interested primarily in profit; and

*WHEREAS*, The exchange of union members has proved to be a wholesome and effective means of promoting mutual understanding and international friendship; therefore be it

*Resolved*, That the AFL go on record in favor of:

1. Promotion of inexpensive tours abroad which are within the economic reach of the average citizens of the nation.
2. Negotiation of vacations with pay which will make possible international travel.
3. Inclusion in the education program of organized labor of information in relation to travel programs and encouragement of members of unions to participate in such programs.
4. Recommendation to the standing committee on education of the AFL that study and support be given to working out programs of international travel for members of unions.

### **Student Literature**

*WHEREAS*, There is a rapidly growing demand among students and faculty members in high schools, colleges, and universities for information regarding the program and objectives of the labor movement; and

*WHEREAS*, The supplying of reliable information of this kind is of vital interest to the labor movement; and

*WHEREAS*, Facilities are not now available to meet the growing demand for services of this type; therefore be it

*Resolved*, That the AFL urge all affiliated bodies to make every effort to supply the information about organized labor requested by students and faculty members in high schools, colleges, and universities; and be it further

*Resolved*, That the permanent committee on education of the AFL be urged to give consideration to the provision of suitable literature descriptive of organized labor's program, objectives, and accomplishments, for use in the high schools, colleges, and universities of the United States.

### **Workers' Education Programs**

*WHEREAS*, The strength of the labor movement depends to a large extent upon the education of individual members in the basic principles and objectives of organized labor; and

*WHEREAS*, The rapid growth of the labor movement in the United States in recent years has brought into the



ranks of organized labor thousands of members who have little information and little understanding about the true principles of organized labor; and

WHEREAS, Anti-labor propaganda of powerful opponents of organized labor is often extended to members of unions themselves in an attempt to weaken the labor movement from within; and

WHEREAS, Attempts have been made by anti-labor groups to weaken or destroy the educational institutions of the labor movement; therefore be it

*Resolved,* That the AFL urge all affiliated bodies to carry out extensive educational programs, to cooperate with universities which are providing workers' education programs, and to seek to establish such educational services as organized labor may desire in the universities of the United States; and be it further

*Resolved,* That all AFL unions guard against attempts of certain powerful groups to destroy educational programs which have been established for the benefit of organized labor in colleges and universities of the United States.

### **The Workers Education Bureau**

WHEREAS, The Workers Education Bureau is doing splendid work among AFL organizations and memberships over the nation, but needs more funds to enlarge its scope of activity; and

WHEREAS, There is no greater need in any branch of the AFL movement for enlarged activities than that of the educational field, which can best be directed by the Workers Education Bureau, provided adequate funds are obtainable; therefore be it

*Resolved,* That the AFL be urged to appropriate additional funds so that the Workers Education Bureau may foster and effect a greater educational program in the coming year.

### **Legislation to Provide a Labor Extension Service**

WHEREAS, The AFL at its 1942 convention at Toronto, Canada pioneered in urging the enactment of legislation to provide federal funds for programs of workers' education in colleges and universities of the United States; and

WHEREAS, Legislation is now pending which would provide subsidies for colleges and universities for the purpose of establishing educational services for unions; and

WHEREAS, An extensive educational program provided by the colleges and universities would tend to improve the labor movement in the United States and at the same time effectuate better labor-management relations; and

WHEREAS, In a democratic society it is of vital importance that the labor movement control its own educational program, and be free from the type of control exercised in totalitarian states; therefore be it

*Resolved,* That the AFL urge immediate enactment of legislation to provide federal subsidies for establishing and maintaining educational services for unions in the colleges and universities of the United States; and be it further

*Resolved,* That the AFL insist that such educational services for unions shall be controlled by the organized

labor movement rather than by the state or federal government.

As recommended by the committee on education, the convention adopted the resolution above along with the following section of the Executive Council's report:

The American Federation of Labor has continued to support legislation through which to establish a Labor Extension Service within the Department of Labor. Our representative endorsed the proposal before the House Committee and urged that such a service be established as speedily as possible.

However, while we have continued our support of the principle of legislation to establish a Labor Extension Service, we have urged changes in the draft of the proposed bills.

The committee on education, after extended consideration of the proposals before Congress, deemed it essential to propose amendments to the pending bills. The amendments which we proposed placed greater responsibility in the trade unions themselves.

In fact, since the earlier bills were introduced, the Land Grant Colleges have taken formal action to indicate their lack of interest in a program such as labor wants. Then, too, the successful efforts of General Motors to destroy a splendid workers' education program at the University of Michigan was further proof that a Labor Extension Service must be a program of the Department of Labor, conducted in cooperation with our trade unions.

In the development of this Extension Service it is our judgment that the Department of Labor should assume a much more important function than is suggested for it in some of the bills now before Congress. Certain of these bills would limit the Department of Labor largely to the supervision of state administered programs.

In our opinion the Department of Labor, which was set up specifically to foster, promote, and develop the welfare of wage earners, should assume a more immediate and direct responsibility for the initiation and direction of any proposed extension service. We believe that workers have a right to look to the Department of Labor itself to provide informational and factual material and services that are not now available.

Our standing committee on education has guided us in making the following recommendations:

1. An agency should be established within the Department of Labor to provide services that will enable workers to engage in collective bargaining more effectively. Collective bargaining is understood to include all subject matter relating to the problems of the worker as a union member and as citizen, producer, and consumer.

Any agency set up should provide the following services:

- a) aid in research
  - b) examination of best practices based on experience
  - c) demonstration and evaluation of findings and material issued by various governmental agencies
  - d) analysis of local, state, and international problems in terms of the workers' interest and relationship.
2. The initiative for determining the nature and scope of the program should come largely from the unions

● **A.F.T. MEMBERS  
ATTENDING A.F.L.  
CONVENTION**

**Seated:** President John Eklund, Washington Representative Selma Borchart, Vice-President Letitia Henderson, Secretary-Treasurer Irvin Kuasell.

**Standing:** Al Kehrer (Field Representative, Workers Education Bureau), George Cavender (President, Colorado State Federation of Labor), Vice-President Arthur Elder, John Connors (Director, Workers Education Bureau).



themselves. All such services should be practical; information and interpretation of data for workers, above all, must be practical and develop out of the expression of their continuing needs as they may be made evident through unions and other workers' organizations. It is through dealing with specific problems that adults acquire more information and understanding and share the problems of adult education.

3. Since the Department of Labor was set up to protect and promote the interests of workers and wage earners, it is logical that an extension service for workers should be administered through that department. The Department of Labor, dealing so directly with the material that affects the worker so vitally as a worker and as a citizen, is in the very best position to develop such an extension service on a functional basis. Moreover, the Department of Labor is in the very best position to draw on other governmental agencies for research materials and data to supplement the information and resources available through its own bureaus and agencies. The desirability of providing educational services of a functional nature through the appropriate department is stressed by the Hoover Commission's report on education.

4. Finally, if organized labor is interested in the establishment of field services and demonstration centers, it is essential that such services be established as an extension and supplement to such educational services as are being provided through the Department of Labor and the unions themselves. For this reason it seems imperative that field offices and demonstration centers be set up at the instance of organized labor groups themselves acting in cooperation with the Department of Labor. In those instances where universities, colleges, or private research agencies may be called in to perform specific services they should be provided on a contract basis under such terms as may be approved by the Department of Labor and the workers making use of such services. Orderly development of field services and demonstration centers will provide the best guarantee against haphazard development, the creation of competing services, and needless administrative overhead.

**Recommendations:**

1. Establishment of an Extension Service Division within the Department of Labor under the Secretary of Labor as quickly as possible. The Division should provide consultative and information services on the following matters:

- a) wages and hours prevailing in trades and industries
- b) industrial safety programs and practices
- c) state and federal labor legislation
- d) social security
- e) contract provisions governing mediation, arbitration, welfare, paid holidays, seniority, etc.
- f) production, consumption, employment, capital investment, profits and taxation
- g) international trade and its effect on our economy
- h) labor-management cooperation for economic and community betterment.

2. Provision should be made at the outset for authorizing the Extension Service Division to make use of public or private research agencies and educational institutions to undertake such specific projects or demonstrations as the facilities of labor organizations or the Department of Labor will not permit. As experience shows the need for developing and extending services in the field, the enabling legislation should be extended to make provision for services.

The above recommendations should be embodied in any bill on this subject before the committee.

With all of the recommendations regarding specific items in our program, we again urge observance of the philosophy and general purpose of education in a free society: to help develop within each man a sense of values and educational and moral equipment to enable him to help keep our society free.

**Audio-Visual Education in the AFL**

Another resolution urged that a unit for the production and distribution of labor films be established by the Workers Education Bureau and financed by grants from the AFL and the

international unions which would make use of such films.

The committee on education called attention to the fact that the Workers Education Bureau had already done a considerable amount of research in the field of labor films, film strips, records, etc., that it had assisted directly and indirectly in the actual production of a number of films and film strips, and that it publishes regularly a bibliography of available films and film strips.

The committee concurred in the general purposes of the resolution and urged the Executive Council to give consideration to the problem of producing labor films, film strips, etc., as a part of the general educational program of the AFL.

The committee's recommendation was adopted by the convention.

### ORGANIZATION

As secretary of the convention committee on organization, AFT Vice-President Arthur Elder presented the report for that committee. One of the most important resolutions referred to the committee called for financial aid to AFL unions in Hawaii. It was pointed out that the AFL unions in that area have been having a difficult time, since they must contend with both the non-AFL Communist dominated unions and reactionary employers. In this connection a delegate from Hawaii said: "Hawaii and the Philippines represent the last barrier to the spread of Communism from Asia. We, the people of Hawaii, do not want it used as a springboard for Communism in the Western world."

### AFL EXECUTIVE COUNCIL'S REPORT

#### The Maritime Trades Department

In commenting on the section of the Executive Council's report concerning the Maritime Trades Department, AFT Vice-President Selma Borchart, secretary of the committee on the Executive Council's report, praised the men of the maritime unions for their valiant fight not only for their own economic betterment, but for the security of our nation. She referred to their successful struggle against Canadian Seamen's Union, which had tried to stop the flow of Marshall Plan aid to democratic nations.

Part of the committee's report on this subject is given here:

On all fronts the anti-Communist forces have won in this fight. Our labor movement, our nation owes much to these men from the maritime unions! Undoubtedly



● Standing beside the AFT exhibit at the AFL convention, President John Eklund discusses with Oscar Ewing, Federal Security Administrator, the need of making available, through the Office of Education, current statistics on education.

the most effective thanks we can give these men is to help them in their fight to preserve their freedom. This we pledge ourselves to do.

A case in point: There has been referred to our committee a section of the Executive Council's report which deals with the nefarious practice of certain steamship owners in placing their ships under the Panamanian flag, in an effort to evade or destroy the hard-won working standards for which our men have so valiantly fought through the years. The report states the matter is now before the I.L.O. Should there be any delay in effecting an equitable solution through this agency, your committee recommends that the Executive Council be authorized to take whatever steps it can through national and international agencies, public and private, to assure the stopping of the transfer of the registry of our ships to nations whose standards of working conditions are lower than ours.

Then, too, in an entirely different way, we may further support the men who sail our ships in the fight to be and remain free. At present they are subject to the control and discipline of the U.S. Coast Guard, a quasi-military organization. While we honor the glorious record the Coast Guard has made, we wish to record our strong objection to placing any group of our civilian workers under military or quasi-military supervision in time of peace. Your committee shares with the men who sail our ships, a deep conviction that they, because they are civilian workers, should be immediately removed from any form of military or quasi-military supervision or control and placed back under civilian supervision.

#### Frank Morrison and the History of the AFL

After paying tribute to Frank Morrison, "one of the pioneers of the American labor movement and secretary of the AFL for 43 years," the committee on the Executive Council's report made this statement:

While we express our sense of loss at his passing, we may well consider what his passing means even beyond our loss in not having him in our midst. How unfortunate that his personal memoirs of trade union history



were not recorded! This observation leads your committee to point out that, like Frank Morrison, so, too, many of the great men who helped build our movement and helped build our nation have history to tell, history which they helped make.

There are in this hall today hundreds of men who have fought, who have sacrificed much to help write social history for our country. From these men directly we should get the story, first hand: what were the issues and how was the fight won? We should like to have recorded the stories told by the leaders of the Internationals, and

also by those who at the local, state and national level have played an active role in fighting to make and keep labor free and to enrich the lives of men, women and children throughout our land. Because such a history is needed, is wanted today, your committee recommends that the Executive Council be asked to consider the advisability of compiling a continuous history of our movement; of its activities in the past and of its program as it is day by day being implemented; a history in which the living, the warm human story of our movement in all its beauty, in all its fury is told.

## A Brief Survey of Italian Education In 1948-49

By ANNA E. DRIEBUSCH, Rockford, Illinois

**D**URING the school year 1948-49 the fundamental steps in educational reconstruction were taken in Italy. This period of educational, scholastic, and pedagogical activity brought about numerous improvements.

The organization which has contributed most toward effecting these improvements is the Commission for the Reform of the School, which was set up by the Ministry of Education in April 1947, in order to deal with the postwar problems of education for those whose schooling had been hampered by the war or left totally deficient.

The Commission is composed of five subsidiary commissions representing primary instruction, secondary instruction, university instruction, training in art and music, and adult education. More than 300 persons participated in the work of the Commission, and of this number 211 were teachers from elementary schools, secondary schools, or universities, and from both state and parochial schools. On April 30, 1949 the findings and achievements of this Commission were reported in a meeting with the President of the Italian Republic, the Honorable Luigi Einaudi, and on July 12 of this year they were presented at the second annual meeting of the International Bureau of Education at Geneva, Switzerland, by Professor Giovanni Calò, official delegate of the Italian government.

To me, then, a Yankee teacher from the Middle West, the most interesting and informative morning of my stay in Rome last summer was spent at the Ministry of Education chatting with Dr. Giovanni Gozzer, Secretary of the Commission for the Reform of the School. It was doubly interesting, perhaps, because during the preceding winter months I had been reading the official publication of the Commission, *La Riforma della Scuola*, which the AMERICAN TEACHER had been

receiving on an exchange basis and had been sending on to me. Dr. Gozzer is a tall, blond man of distinguished appearance, and, as his name implies, is one of those Italians with German names and German ancestry, born in the Tyrol province, which was ceded to Italy under Mussolini. He speaks English, German, and French, as is characteristic of educated Italians. Dr. Gozzer was most kind in granting me a generous share of his valuable time.

Because it is the belief of the Commission that education is the true foundation of a nation, especially in a democracy which presupposes the participation of every citizen in national affairs, the Commission has carefully studied each phase thereof, from kindergarten up through the university, and beyond into adult education. Let us, therefore, follow the same procedure—very superficially, to be sure—so that we may get an over-all view of Italian education as it is today.

During 1946-47 there were completed some 10,875 *scuole materne*, for children of nursery school age. For their budget these schools are dependent partly on the Institute of Education and partly on the Ministry of Internal Affairs. For the most part these schools follow the Montessori method or that of Agazziano, but in the province of Alto Adige (German Tyrol) they follow the system of Froebel's kindergarten. The state maintains a special school for training teachers for the *scuole materne*.

For children from the ages of six to eleven, there are about 36,285 elementary schools, of which about six per cent are church schools. The church schools are divided into schools for girls and those for boys. Of the state schools, about 57 per cent are coeducational.

It has been estimated that there were 12,271 rural schools functioning in 1947. This year there

are 13,555, and it is very significant that in the mountainous districts where it used to be customary to complete only three years of schooling, attendance is now compulsory, by rural school ordinance, for children from six to fourteen years of age.

Enrollment in the secondary schools represents about 10 per cent of the population from the ages of eleven through nineteen, and statistics show a progressive tendency toward diminution in the enrollment in the professional and technical schools. The reason for this is obvious, since a country which is so terrifically overpopulated can scarcely absorb more professional people.

The same tendency toward smaller enrollment is also apparent in the universities and for the same reason: the inability of the economic structure of the country to absorb great numbers of professionally trained persons. The answer to this problem is a political one, not an educational one, and the solution lies in the opening up of emigration to other countries or the return of the colonies, neither of which seems very probable at this time. The Commission, therefore, has turned considerable attention to *l'educazione popolare*, adult education, as a psychological force against the ruin and disillusionment left by the war and the economic chaos following it.

The first school for adults was opened in Rome in December 1946, and as a result of this experiment there are now 10,300 such schools, which may be divided, in general, into six types, depending on the purpose which a particular school is trying to achieve. These purposes are: (a) to combat illiteracy; (b) to provide refresher and continuation courses for professional people; (c) to provide further training for artisans and workers; (d) to furnish the citizen with adequate preparation for family and community life; (e) to prepare the emigrant for the role he must play in his new fatherland; (f) to educate and rehabilitate those physically and otherwise handicapped by the war.

Especially successful has been the campaign against illiteracy; in fact, in some provinces, such as Venezia Tridentina, it has been practically eradicated. Statistics show that the percentage of illiteracy in Italy in 1931 was 21%, while the

percentage for 1948-49 was less than 10%. Thus the *scuola popolare* has furnished proof of its value and vitality during what is only the second year of its existence.

Another innovation upon which the Commission has put emphasis is that of scholastic patronage or assistance to schools and pupils. In 1947 a law was passed regarding scholastic patronage, and in 1948 a convention was held at Rome for the purpose of organizing a national association of scholastic patrons. A measure is now being formulated in parliament proposing the revision of the present law and the augmenting of the quota which the patron pays for each pupil.

In every locality where there are *scuole materne* or elementary schools the patrons have organized a system of lunches for underprivileged children and those who live far from school. It is calculated that in 1948-49 the children assisted in this manner made up about 10% of the total population. Many organizations provide institutions which have become permanent camps for children, especially the big industrial firms in the north, which have set up various kinds of nurseries and camps for the children of the workers. In the years 1946-48, there were 662 such camps for about 250,000 children. The Ministry of Education has provided special training courses for personnel to assist in these camps.

In the field of secondary education, the Ministry of Education provided for the assistance of some 1,200 students during 1948-49, with an outlay of 200 million lire. There were 150 million lire spent to assist 243 university students, and 400 million lire for students enrolled in boarding schools and colleges.

Now the Ministry of Education is studying the feasibility of a permanent psychological and health service in the schools. Although the project is proceeding slowly, nevertheless some work has been done, and such institutions as the *Istituti di Psicologia dell' Università di Roma, Milano, Firenze, and Torino* have collaborated in preparing information in this field and in furnishing special personnel.

It can readily be seen, then, that there is an entirely new outlook in the field of education in Italy and the Commission is to be commended for the fine work that it has done in so short a time. Yet this achievement is not surprising in the country which has been the mother of western culture and the home of many great educators in modern times.

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# SEEING IN THE DARK

By DONALD W. BROWN, Ohio State University

**L**IGHTNING flashes on a dark night illuminate surrounding objects so clearly that they remain in the mind's eye after the light is gone. The explanation for this is that in the total darkness before and after the flash there are no visual images intruding on the brain to confuse the mental picture seen during the flash.

Everyone has noticed this phenomenon of nature but it remained for Professor Hoyt L. Sherman of the Ohio State University's College of Fine Arts to realize its value as a training method. Professor Sherman developed a training method in 1942 which is based on this "lightning" theory. The program was started to train fine art students but has since been expanded to include such divergent fields as dentistry, optometry, sports, and music.

Students in Sherman's classes work in the dark to learn to see better in the light. This might sound complicated. It is. However, the basic principle underlying the program is simple enough. Students work in total darkness; a flash of light illuminates an object or action for one-tenth of a second; the students then draw, carve, pass, swing, or do whatever is necessary to record their impressions of what they have just seen.

The object of this program is to improve ability to see with perceptual unity. The ability to see with perceptual unity is the ability to see objects in relation to a focal point. When one sees with perceptual unity one has the ability to see a focal point, to see the whole field of vision as related to a focal point, to judge depth, and to distinguish shades of light. When students learn to see with perceptual unity they are able to see more clearly and to work more rapidly. Although the flash room program is still the subject of experiments designed to improve its effectiveness, its worth has been proved. Tests conducted by Dr. Glen Fry of the University's Department of Optometry have proved conclusively that the ability of the students taking the course to see with perceptual unity improved considerably during the training.

Let's start at the beginning of the process. Suppose we are in a class of beginning drawing. We start in a completely dark room. This is important, since any light coming through cracks may cause distraction. The room should be

large enough to allow for freedom of action. The papers (rough newsprint) should be clipped firmly to the drawing board, and the charcoal (or other instrument used) should be at hand.

At the beginning of the period the room is lighted by a red bulb. This is to help the students to become light-adjusted and to help in relaxation. Music, of the students' own choosing, also helps in relaxation. Allowing ten minutes of this to get the class in the proper frame of mind, we are ready to go to work.

The room is thrown into complete darkness. A slide is flashed on the screen for one-tenth of a second and the room is again in total darkness. This is the theory of the "lightning" flashes again. The image which the students have seen in this split second remains with them after the room goes dark again. The students then draw their impressions of what they have seen. The next slide is then flashed. This procedure should continue in orderly sequence to avoid disrupting the rhythm of the movements. It is indispensable that there should be no feeling of strain or tenseness. For this reason the instructor should make no attempt to criticize the end product of the work. The whole emphasis is on the basic grasp of the procedure, not on the resulting product. If the students think they should strive to attain a certain standard, they will work for an end instead of just recording their impressions, and the value of the training will be lost.

Professor Sherman started his training program in 1942 with two classes of volunteer students. The results of this initial experiment are interesting in that they show that the best way to learn a new process is to go into it completely ignorant of the subject. One of the volunteer groups was composed of students from beginning drawing courses, while the other group was made up of volunteers from the College of Education. The ability of the first group to see (that is, to see the whole field in relation to a focal point) improved, but, because of previous training and preconceived ideas on the subject of drawing, their advancement was not so great as was that of the other group. The students in this second group were not especially interested in art, but volunteered to help in the experiment. As Professor Sherman put it, this second

group "did amazing things in a short time." A parallel to this condition could be found in sports. It is one thing to teach a boy how to swing at a baseball and quite another to teach Ted Williams a different method of swinging.

The flash room method is being used more extensively all the time to train students in sports. In the fall of 1948, Pandel Savic, Ohio State quarterback, took the training to improve his ability to pass. Savic would fade back for a pass with a hood pulled over his face. A man behind him would lift the hood for a split second to enable him to see the field as a whole and the other players in relationship to the focal point of his receiver. Then the hood was dropped and Savic threw his pass in the dark. After taking this training, Savic improved to the point that he became one of the leading passers in the Big Nine Conference.

The possibilities of adapting the "flash" method to beginning golf classes is being tested now by Miss Catherine Marting, instructor in the women's physical education department. The prospective golfer stands on a raised platform to one side of a mat. Gray lines extend out from a black circle in the middle of the mat to give the golfer the proper sense of direction. The golfer addresses the ball, which is placed in this circle, and the room is thrown into complete darkness. A white light flashes on the ball for one-tenth of a second, and the golfer then swings in the dark. In the beginning the golfer may miff the swing entirely, but that doesn't matter. The object again isn't the end product (hitting the ball squarely), the object is to teach the student to see the focal point (the ball) in relation to the surrounding field of vision. It may be discouraging at first, but soon the student should be meeting the ball squarely.

Professor Sherman stresses the point that the idea behind the training program is to teach students to see the whole relationship, not detail. The main thing to remember is that everything in the field of vision should be seen in relation to a focal point. For instance, a door knob is not seen as a specific entity, but is seen in relation to the door, while the door is seen in relation to the wall. Or, as in the case of teaching Savic to pass, he was taught not to see just the pass receiver but to see the receiver in relation to the other men on the field.

This underlying principle has its basis in the fact that it is much easier to see and understand

something in relation to something else. For example, if one sees just one figure on a paper, it is hard to judge size or position. But, if the figure is seen in relationship with other figures on the paper, its size and position immediately come into sharper focus.

This system of learning by seeing should have widespread ramifications. Its scope of application is inexhaustible. It teaches not merely drawing by seeing, passing (football) by seeing, and swinging (golf) by seeing, but many other skills, including reading by seeing and, most important of all, thinking by seeing. The student who leaves the course with the ability to think of one fact or idea (the focal point) in relation to a group of facts or ideas (the field of vision) will know his time was well spent. If Professor Sherman's flash room method of teaching gets this point across to the students taking the course it will have served its purpose.

### **Tachistoscope Proves Versatile Classroom Aid**

*This item, reprinted from the March 1949 News Reporter published by Stephens College, Columbia, Mo., describes experiments similar to those explained in the article above.*

A recent survey made of the use of audio-visual devices on our campus disclosed experiments in three separate fields with the device known as the tachistoscope. This instrument is a flash-meter that makes it possible to project a slide on a screen for a regulated period of time from one second to one hundredth of a second.

During the war the tachistoscope was used for teaching aircraft recognition to flight personnel. Various experiments have since been made in adapting this machine to educational needs. Stephens is not only utilizing the findings of these experiments, but is conducting its own research.

The Communications Division is working out methods by which students undergoing training will be able to increase their speed of reading. Exercises have been designed to increase the eye span of individuals, enabling them to see more at one eye fixation.

The Music Department is working on a similar project. Their problem is the same as that of the Communications Division—increasing the student's ability to read. In the reading of music the eye must be trained not only to perceive notes in a horizontal line but also in a vertical line, which includes both the treble and bass clef.

Experiments are also being conducted in the Art Department with the tachistoscope in an attempt to develop eye-hand coordination of art students. It is believed that in the development of art ability it is necessary for students to be able to transmit what the eye sees to the arm, hand and finger muscles without deliberate concentration. For this experiment, a totally



darkened room is used where students at their drawing tables are adapted to the darkness for fifteen minutes. After a signal is given, a slide is projected on a large screen for a fraction of a second. Then, again in total

darkness, students draw what they have seen.

Experiments with the tachistoscope up to now represent a mere beginning. Indications are that the device will have a role of growing importance.

## As Seen from Washington

Excerpts from the annual report of SELMA BORCHARDT,  
Washington representative of the American Federation of Teachers

*In our October and November issues we published parts of Miss Borchardt's report dealing with legislation on federal aid to education, health services for children, social security and teachers' pensions, vocational education, the Office of Vocational Rehabilitation, library demonstration centers, suffrage in the District of Columbia, UNESCO, and the preservation of our civil liberties.*

### The Fair Labor Standards Act

Don't let the fact that the newspapers reported that the minimum wage was raised to 75 cents an hour in the revised Fair Labor Standards Act make you believe that the bill as it passed is worth much. It is true that the floor was raised to 75 cents an hour, but actually many of the people whom we want to have included were exempted from the provisions of the bill. However, the bill does mark one step in advance, since it raised the child labor standards in the Act. The setback given us this time because of the large number of classifications of workers exempt from the bill should be regarded as only one battle in our fight. The war is still on, for a decent Fair Labor Standards Act.

### A Public Works Program

*A public works program must be distinguished from a relief program.* There can be no greater mistake than to confuse relief with a public works program.

Our nation needs a public works program to support a sound economy at this time and to give every part of the country vitally essential public works. The school building program is properly a part of a sound public works program. The construction of hospitals is also part of a sound public works program. We are interested in having advance planning as a part of the public works program. There should be no haphazard allotment of funds for public works. The social and economic nature of the community should determine the program which is to be undertaken. The Chavez Bill embodies our principles and merits our support.

### Public Housing

Organized labor has won a great victory in having enacted the program for slum clearance and low cost public housing. However, the job is only half done. Most of the members of our organization are interested in what may be termed middle class housing. In order that a program for middle class housing should become effective there must be developed a sound cooperative housing program and legislative provision must be made for direct loans from the federal government for this purpose at a low rate of interest. The principles of such a program are embodied in the Sparkman Bill (S.2246). This bill passed the Senate. However, the House Committee on Banking and Currency has stricken from the bill the provision which would make a middle class housing program possible. At this moment there is little hope that a sound bill like the Sparkman Bill will get by the House. However, because such a program is essential to the welfare of our nation, we urge our people to do all in their power in their respective communities to interest their local central bodies and other civic organizations in the program.

May I especially urge that our delegates call upon their respective locals to ask their central bodies and state federations to set aside at least one meeting to consider the housing program. In the first place, we must make sure that the housing authority in every community is active and functioning for the public good. We must make sure that labor is represented on such Authority in every instance. With this basic approach, the meeting at which housing would be discussed could with profit be an open meeting to which



all civic organizations in the community could be invited. Incidentally, if those locals whose central bodies would arrange a meeting on the housing program would send a report on such a program direct to the AFL, to our research director, and to the Workers Education Bureau, we could each learn from the other.

### **A National Theater**

To the shame and disgrace of the nation, its capital has no legitimate theater. Twenty-five years ago the city of Washington, with one-third of its present population, supported five legitimate theaters. Today there is not one.

The last theater closed its doors rather than admit Negroes to see a play. The real issue came to a head when Actors Equity voted they would not play in Washington as long as Negroes were not permitted to see the show. It is interesting to observe that among the members of Equity who were outspoken on this point was Tallulah Bankhead, a member of one of the most prominent of the old Southern families.

A theater is essential to the cultural life of a people. Surely the capital of the United States must have a theater worthy of the nation. Our fine Senator Paul Douglas has introduced a bill (S. 2197) to provide for a theater in Washington. The bill merits our support.

### **Freedom and Security— The Basis for World Peace**

*(Continued from page 2)*

Above all I would seek to bring to you the thought that we are moving forward in our country, we are not static, we are not content with all things as they are; we too have problems which we will solve by the orderly procedures open to a free people. We are looking to the dynamic, progressive forces everywhere to form a great front free of intimidation, free of any outside pressure, whether private or governmental, so that the problems of all the people may be met and solved by the people themselves. The forces of the extreme left would seek to limit the freedoms of the individual by imposing a given pattern of thought; those on the extreme right would force people to sacrifice individual security on the altar of a mythical freedom. We do not choose to surrender either freedom or security—both are dear; we choose, by direct political and social action, through legislative and trade union programs, to write our gains into law.

A strong and free Western Europe is vital in this great offensive for freedom and security. Honorable and just peace is possible if with understanding of our common problems, with agreement to meet them equitably, we share in the building of a democratic front. We know the Atlantic Pact will be meaningless unless the people of Europe are free and unless they enjoy a high standard of living—because only the strong are secure and free in this brutal world. I come to you today with the word that there is in the United States a tremendous force which is seeking to work with you toward the attainment of our common goals.

The Marshall plan is an economic necessity in a disordered world and is part of the self-defense of all free men, including ourselves. But of even greater importance than economic security is the reaching of agreement between our peoples on the common ideals of the freedoms we cherish.

From the non-Communist liberal forces in America, from my national union, from the great force of Americans for Democratic Action, I bring to you this urgent message and greeting.

During his stay in Paris Mr. Eklund attended a session of the convention of the French Teachers Union. He also talked with representatives of ECA, who expressed a desire to establish a program of getting a wide representation of teachers with labor and liberal backgrounds to come to Europe on educational missions.



# The Human Relations Front

By LAYLE LANE, Chairman of the Committee on Democratic Human Relations

*"We realized, I think, that this is one world—not only one world, but the only world. We will have to live here the rest of our lives. It is up to us to make it the best to live in."*—CHARLES B. SPEROW, 4H Club "Ambassador of International Good Will."

## DEBITS

*Removal and Return*, by Drs. Leonard Bloom and Ruth Reimer, is a study of the social and economic effects of the mass evacuation of the Japanese from the west coast. The author estimates that the forcible removal of the Japanese Americans caused a loss of \$367,000,000. Even if fully compensated, the Japanese Americans would not recover their pre-war economic status.

In 1946, their per capita income was only half that of other California civilians. At the same time, the number of non-workers among the Japanese Americans had increased so that the dependency rate was higher and the actual per capita income was even less than half that of other Californians.

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Because 2,500,000 farm migrants, including several thousand children, have living conditions far below standard, the Home Missions Council is seeking to secure the application of the UN Declaration of Human Rights to migratory farm families. These families, because of their short stay in any one state, are unable to secure health and welfare services or educational privileges for their children. All but about 50 of the farm camps put up by the government have been sold to private organizations, with the result that only unsanitary and totally inadequate housing is available.

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Rev. Arnold Nakajima of San Francisco attended a recent UNESCO meeting with an inter-racial group from the west coast. He reports that while the group was en route to France, where the meeting was held, they were refused service in restaurants and hotels in Nevada, Utah, and Wyoming.

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Governor Herman Talmadge attacked a suit brought in a federal court by eighteen Negro parents to equalize educational facilities in Irwin County. It has been estimated it would cost \$200,000,000 to equalize the two school systems of Georgia. Governor Talmadge said the state could not meet this expense.

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At a recent meeting of the Child Research Clinic of Woods Schools, in Langhorne, Pa., the statement was made that only 2% of the mentally or physically handicapped children in the United States are being trained for useful places in society, although 50% of them are capable of making satisfactory adjustments if given the training. "One child in four in the United States needs some form of remedial care."

## CREDITS

The Mechanical Knights Bowling League, composed of members of the International Typographical Union (AFL) of Spokane, voted to withdraw from the American Bowling Congress because of the discriminatory constitutional provision of the ABC which limits membership to white males only.

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The trustees of Jefferson Military College, who refused an endowment of \$50,000,000 from a white-supremacy advocate, have received money from persons all over the country to help the college wipe out its indebtedness. One of the first donors was a local Jewish merchant who gave several thousand dollars; another gift, of \$100, came from the Negro Chamber of Commerce in Chicago with the statement that "although Negroes could not attend the school, the stand of the trustees against one form of racial discrimination deserved wide support."

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The American Friends Service Committee is sponsoring its sixth annual visiting lectureship program, under which scholars from Southern schools will conduct classes in Northern white schools.

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Governor Youngdahl of Minnesota sent the Secretary of the Army, the Secretary of the Air Force, and the Chief of the National Guard letters announcing his intention of integrating Negro citizens of Minnesota into the National Guard on November 22. The governor explained that his advance notice to federal officials was "so that they could consider action at the national level."

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On October 23, the town of Aaronburg, Pa., celebrated the 150th anniversary of its Lutheran church. The land on which it was built was given by Aaron Levy, a Jewish merchant of Philadelphia who came to this country from Holland in 1760. The State of Pennsylvania cooperated with the National Conference of Christians and Jews in conducting the anniversary celebration "dedicated to understanding among races and religions."

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The family of Edward Detweiler of Milwaukee was evicted from their home for non-payment of rent. With no money and no relatives to take them in, the prospect for shelter was hopeless until Negro neighbors offered to share their home with the Detweilers. "The kindness of the Williams is a real demonstration of brotherhood," said Mr. Detweiler.



● Several thousands of German trade unionists have attended the Trade Union School in this building.

CARE food packages provided by AFL union members have made possible the continuance of the Trade Union School which was founded in September 1947, at Oberursel in Land Hesse, Germany. The critical problem of finding food for faculty and pupils was solved by the aid of Labor's League for Human Rights, the official relief arm of the AFL. The League managed to maintain a steady flow of CARE food packages to the school. These packages were not distributed to individuals, but reached the common table in the form of tasty meals. Even with this

## CARE Packages Aid German Trade Unions

help, on many occasions no one knew where the next meal would come from. "But it cannot be underscored heavily enough," writes a German trade union leader, "that without this AFL-CARE aid, the school would have been forced to close its doors.

"At Oberursel the task continues day by day and week by week to qualify working men and women to solve their problems. All trade unions throughout Land Hesse are sending their officials and functionaries in shifts to participate in courses which vary from one to several weeks in duration.

"The school proper is located in the center of a beautiful park. Here fifty participants can find simultaneously schooling as well as food and shelter.

"The curriculum at Oberursel embraces: history of the trade union movement, purpose and organization of trade unions, labor law and occupational safety, special problems of women workers and young workers, social problems and politics, political economy, sociology, industrial plant organization, and shop problems.

"The opening of each permanent trade union school like the one in Oberursel is a milestone in the upward path of [democratic] German trade unionism."

Anyone wishing to participate in helping democratic trade unionists in Germany or other countries can do so by sending contributions to the AFL staff representative, CARE, 20 Broad Street, New York, N.Y.



# IT WORKED IN NEWARK

## A Significant Labor-School Experiment

PUTTING themselves "right on the spot," a number of Newark, New Jersey AFL Central Trades Council delegates went into the classes of East Side High School this year to face the inquiries and challenges of the senior students. The union men were generally without teaching experience, and there was time for only four preparatory meetings; so there was no expectation of a polished, uniformly effective result. Yet, in the poll taken afterward these replies were tabulated:

1. If you were faced with an employment opportunity and had the choice of joining or not joining a union in your plant, what would you do?

Join the union.....184

Stay out of the union.....27

2. As a result of this experiment my attitude towards labor:

Has become more friendly.....103

Has become more hostile.....13

Has not changed.....92

*IRVINE L. KERRISON, Associate Professor in charge of Labor Program, Rutgers University, member of Local 1024, The Rutgers University Federation of Teachers.*

This experiment in Newark deserves the attention of all teachers who have been concerned with the attitude of the high school group, a majority of them soon to be entering the labor markets, all of them to become voters in a few brief years. Certainly opportunities for similar experiments and projects exist in many towns and cities.

\* \* \*

The following report is in two parts: the project as seen by the teachers and students, reported by Dr. David Weingast, one of the planners and directors of the enterprise; and the project as seen by Samuel Colton, assigned by the Institute of Management and Labor Relations of Rutgers University to assist in the training of the labor "instructors," on how the union men prepared for and carried out the novel task.

\* \* \*

Mark Starr reported on the origins and procedures of the experiment in *THE AMERICAN TEACHER*, May, 1949.

## AFL Enters the Classroom

By DAVID E. WEINGAST

Chairman, Social Studies Department, East Side High School, Newark, N.J.  
Member of the Newark Teachers Union, AFT Local 481

DO LABOR leaders work for a living? Why do unions oppose prefabricated housing? Why are union initiation fees so high? What happens to the dues paid by union members?

These, and more questions like them, popped from the Pandora's box of student minds when high school youngsters recently met AFL leaders face to face in a unique educational experiment.

The idea of bringing AFL spokesmen into the classroom developed in the Essex Trades Council, central AFL body in New Jersey's Essex County. The labor people had grown restive in the knowledge that "Junior Achievement" programs were being widely adopted in local high schools. These miniature "corporations," sponsored by businessmen, were said to be glorifying the private-enterprise system and slighting the role of organized labor. Evidence was introduced that some high school graduates were either unaware of labor's place in the American economy, or were definitely hostile to the aims of organized workers.

As they turned the subject over in their minds, the AFL men felt that some means had to be found to acquaint high school students with labor's case. A special committee under the chairmanship of New Jersey Assemblyman Lewis M. Hermann called on Newark Schools Superintendent John S. Herron, to ask for school time in which to present labor's viewpoint. Mr. Herron listened sympathetically to the delegation. He acknowledged that it had long been customary to invite business and professional leaders to address commencements and other school functions; that labor leaders had rarely been so honored. He agreed to study the AFL request and later referred the problem to Michael R. McGreal, Assistant Superintendent in charge of high schools, with a recommendation that something be done.

Mr. McGreal selected East Side High School, located in the heavily industrial section of Newark, as the pilot school for whatever program might develop. After consultation with the principal, Henry A. McCracken, and the writer,

chairman of the school's social studies department, a conference with the AFL was agreed upon.

Some weeks later the AFL group met with the school people at East Side High. The labor men were agreeably surprised to learn that Newark's various social-studies courses already gave much attention to the subject of labor. But the AFL's chief concern was to establish actual contact with the students, to tell their story, and to answer students' questions. It was agreed, therefore, that there should be personal appearances by labor men in the classrooms. The AFL leaders were allotted a full week during which they would daily address the senior American history classes. Preceding the instruction period, a kick-off assembly would be held, with Mark Starr, educational director of the International Ladies' Garment Workers Union, setting the theme for the ensuing week. It was agreed, also that at the end of the experiment a round-up panel discussion would be held to evaluate the whole program. Panel members would include students and labor people, with the writer serving as moderator.

Preparations went ahead on two fronts. The AFL called on Professor Irvine Kerrison, of the Rutgers University Institute of Management and Labor Relations, to set up a training program for the men who would take part in the experiment. A course of intensive instruction was developed under the leadership of Samuel Colton, who conducted four weekly lecture-discussion meetings.

At East Side High School, in the meantime, the terminal course in American history, called "United States History IV," was rearranged so that the students would be prepared for the AFL "teachers." In the school's seven "U.S. IV" classes concentrated work began on the unit of study dealing with labor. By the time the experiment was launched East Side's 240 seniors had been studying the history, structure, and operation of labor unions for a full three weeks. They were ready to meet the labor men.

A more electrifying start to the project would be difficult to imagine than that supplied by Mark Starr. Praised later by many students as "the best thing about the whole experiment,"\* he did a supremely effective job of stating labor's case. ("Even a dumb banana knows enough to stick to the bunch or it's going to get skinned.")

The AFL had developed the following five topics, one to be presented each day:

1. History and background of the labor movement.
2. Collective bargaining.
3. Labor in politics.
4. Labor legislation.
5. Labor in the community.

Working in two-man teams, the labor leaders usually talked to the students for about twenty minutes, and submitted to questions for the remaining twenty minutes, though this procedure varied somewhat from class to class. In some cases the twenty-minute presentation was given by one speaker; in others, the two men divided the presentation time. Usually both took part in answering the students' questions.

The thirty-odd men involved in the experiment approached their audiences not without some trepidation. To most of the AFL'ers this was their first attempt at this sort of thing. To others it marked their introduction to a high school. It is a tribute to the men's intelligence and resourcefulness that, after an occasionally awkward start, most of them proved equal to the challenge. They were not, to be sure, of uniformly high competence. Some talked around their subject. One or two chose, unfortunately, to read their talks. A few mumbled inaudibly, while others thundered with ear-shattering force. Of one speaker a student remarked, "He was so interesting to watch, I lost track of what he was saying." But the greater number of men talked directly and with strong effect. Most of them gained noticeably in power and confidence as the week progressed.

At the initial sessions the youngsters were reluctant to ask questions. After the first tension relaxed, however, the questions poured forth. Most classes ended with numerous queries still unasked.

The answers supplied by the AFL leaders satisfied the students in most cases, but by no means in all. Sometimes the answers were not full enough; at other times they were unnecessarily lengthy. But for the most part the answers were straightforward and candid. The subject of jurisdictional disputes, for example, was explored with the greatest frankness. Asked why the AFL hadn't anticipated the CIO and enrolled unskilled workers, a labor speaker replied, "Because of stupidity—and shortsightedness."

\*See questionnaire below, item number 12.



When a student asked a question about alleged race discrimination in one AFL union, the AFL committee brought into the classroom the legal counsel for that union to expose the unfairness of the charge. Surely this conforms to long-accepted principles of historical evidence.

On a few topics the students were left dissatisfied. One labor leader, discussing featherbedding, took the categorical position that "in the eyes of labor there is no such thing as featherbedding." Another speaker, telling labor's objections to prefabricated housing, was anything but convincing. On the question of "union racketeers" the answer was facile but not illuminating. Similarly for "high initiation fees." Occasionally speakers lapsed into technical language—"hit the bricks"—without supplying adequate explanation. But these instances were emphatically the exceptions.

Some speakers were of such excellence that they held their listeners in rapt attention, though they talked overtime. But in many classes the question-and-answer period seemed far more worthwhile than the introductory talks. In their brief lectures the men frequently gave information the students already knew. This was especially true of the first day's talks on "The history and background of the labor movement." The youngsters had already studied this subject in detail. Hence, what the AFL men told them about it was repetitious. But in the discussion that followed the presentations the real advantage of the experiment emerged with sharp clarity: the opportunity to share the rich, full experience of these labor men—experience that in one case, at least, went back half a century.

Was this an effective teaching device? By every known standard, yes. The level of interest shown by the youngsters was extremely high—and sustained. Scarcely an observer failed to take notice of this striking and irrefutable fact. Large numbers of lower-classmen and many teachers sought admission to the classes as news spread of the exciting things happening there. Teachers in other departments testified that the experiment spurred the work in their own classes. Said the delighted chairman of the English department, "Essay writing takes care of itself when there's this kind of motivation."

The young people engaged in the experiment acquired a quickened sense of appreciation of what organized labor means in American society.

They gained insight into the way labor functions, based on direct association with men who've helped to fashion America's labor movement. Trade-unionism took on a quality of realism that books and teachers alone could never have given. In an exact sense the project made full use of a priceless community resource: the first-hand experience of men who are a living part of labor.

The youngsters conducted themselves admirably under the novel conditions of the experiment. They were poised and natural in spite of the presence of many visiting dignitaries. They asked searching questions—and asked them again if they weren't satisfied with the answers. They spoke fully and freely. The final panel discussion, where four students and two labor men spiritedly debated the merits of the project, reached a level of genuine distinction.

An adventure such as this was bound to generate a good deal of community interest. Letters to the editor of the local press came forth in number. Some praised the project, others viewed with alarm. One spoke with strong distaste of "this invasion by labor leaders"; another deplored the prospect of high school youths being taught "to picket and strike."

There was, of course, no "invasion." The teachers remained in charge of their classes throughout every session. They introduced the speakers, conducted the discussion period, and provided alternative points of view as well as supplementary information. The teachers emerged with enhanced, rather than lessened, prestige, as the youngsters sensed how well they'd been prepared. Remarked one of the best AFL speakers: "This has been work—tough work. It will be nice to get back to my soft job of trucking beer."

The students, moreover, learned not how "to picket and strike," but rather why labor has resorted to these weapons in the course of its history. They learned also that the American Federation of Labor is uncompromisingly committed to America's democratic institutions.

Most of the students were in agreement, as the appended questionnaire shows, that the project would have been more satisfactory if the CIO and management had been invited to take part. The youngsters were strongly of the opinion that they hadn't gotten the whole story. The school administration, mindful of this fact, extended to the CIO and the Chamber of Commerce the same

opportunity it gave to the AFL. Before the experiment was concluded, the students had benefited from a three-way view of the problem of labor-management relations.

Preparatory to the CIO's appearance at the school, the students were asked to write questions they wanted the CIO to discuss. If any doubts lingered as to the amount of learning acquired from the AFL, these doubts were completely dispelled by the questions submitted. They revealed a quality of insight and understanding that could never have been achieved by conventional teaching methods. This is the supreme justification for the experiment.

\* \* \*

In the future there must be closer stage-by-stage planning between the outside group and

the school staff. Initial steps in this direction have already been taken, with plans being drawn to extend the program to the other high schools in Newark. The speakers will have to be more carefully screened, and avoidable repetition of content eliminated. A carefully worked out program of public information should precede the launching of any such project in the future. But when the shortcomings have been acknowledged, the unalterable fact remains that the experiment was a powerfully effective means of teaching some of the basic facts of our economic life.

For most students and teachers at the school this was their first association with labor leaders. Their feelings toward the AFL visitors may be summarized briefly: "We met as strangers; we parted as friends."

## What the Students Thought of the Project

The students' opinions concerning the project are summarized in the following questionnaire, which was submitted to approximately 215 seniors who took part in the program.

1. I feel I benefited from the labor talks.

Yes—200; No—11

2. The idea of bringing labor men into the classroom was a good one.

Yes—206; No—5

3. I should like to see the experiment continued in its present form.

Yes—21; No—190

4. I should like to see the experiment continued in a modified form.

Yes—194; No—17

5. The labor program should be eliminated from the classroom.

Yes—10; No—200

6. The views expressed by the students on the panel were similar to my own.

Yes—89; No—120. (The four student discussants were generally critical of the labor men.)

7. The views expressed by the students on the panel were:

- a) Too harsh—160
- b) Too friendly—1
- c) Just about right—48

8. If you were faced with an employment opportunity and had the choice of joining or not joining a union in your plant, what would you do?

- a) Join the union—184
- b) Stay out of the union—27

9. Has your decision been influenced by the talks of the labor leaders or would you have voted this way anyhow?

- a) Influenced by labor talks—73
- b) Would have voted this way even without the labor talks—138

10. As a result of this experiment my attitude toward labor:

- a) Has become more friendly—103
- b) Has become more hostile—13
- c) Has not been changed—92

11. I believe I acquired valuable information during this experiment.

Yes—70 (80%); No—18 (20%). (This question was asked in only three classes.)

12. The best thing about the whole experiment was:

- a) Mark Starr—71
- b) First-hand contact with leaders of labor—39
- c) Classroom discussion—37
- d) Concluding panel discussion—37

13. The least desirable thing about the experiment was:

- a) Answers were not sufficiently clear, direct, frank—59
- b) Opinions offered by AFL men were one-sided—25
- c) Speakers were poor—19
- d) There was repetition of material already studied in class; for example, history and background of labor—17
- e) There was not sufficient time allowed for full discussion—14

14. The most important change needed, if any:

- a) Provide for divergent points of view; i.e., AFL, CIO, Chamber of Commerce—69
- b) Obtain better speakers—45
- c) Allow more time for discussion of issues (more periods, longer periods, more days)—42
- d) Do a better job of answering questions—16
- e) Rotate speakers through various classes instead of giving them continuous assignments—12
- f) Coordinate plans of teachers and AFL speakers to avoid repetition of subject matter—11
- g) Shorten time for presentation, lengthen time for questions—10

# From Labor Leader to Pedagogue

By SAMUEL COLTON, Instructor, Labor Program

Rutgers Institute of Management and Labor Relations

Member of the Rutgers University Federation of Teachers, AFT Local 1024

**T**O PREPARE 30 or more labor spokesmen to conduct a series of high school discussions was a challenge not to be ignored. All those having some part in the project recognized that every moment would be under close scrutiny, that an individual's error of judgment might become a cause of serious controversy. Yet it was felt that for this project to have genuine value, the ordinary, typical (if there is such an animal) labor representative must be presented, in his every-day language, expressing the essence of his own experience and belief.

Yet, with very few exceptions, the delegates to the Central Trades Council, the staff of the enterprise, have seldom taught. Many of them have had much experience in union or political speech-making, in a rough-and-tumble debate, but they knew they had little preparation for meeting the (we all hoped) intensive questioning of live young students. Some were a little frightened at the responsibility; no one expected a soft snap.

Therefore, when Professor Irvine Kerrison, Lewis Herrmann, and I considered the training to be required, we knew that such intangibles as "sincerity" were going to be tremendously important. There were to be four meetings to train or prepare the labor men, a total of ten to twelve hours. In these four meetings we had to consider not only the content of five discussion subjects—labor history and background, collective bargaining, labor and the community, labor legislation, and labor and political action—but also the whole classroom situation, teaching technique to be employed, problems to be anticipated.

## Training the Instructors

The first item of concern was the method to be used in the class. This was somewhat critical, for while many of us are accustomed to delivering a speech followed by a question period, there are relatively few who are adept at arousing live discussion and bringing it to fruitful conclusion. Yet, the time available made it apparent that discussion was the ideal method. The school class periods ran either 41 or 45 minutes. The labor

spokesmen were to face the classes in teams of two. I argued that if they would start with a speech, even a five-minute speech, they might waste a good deal of time, since the students had been having a course of study on labor (see Dr. Weingast's report), and the speakers might be repeating what had already been covered fully, and might miss opportunities to arouse or answer inquiries. In fact, I maintained, the best chance of success was in drawing from the young people personal, challenging, even antagonistic comment. The first hour of the first training period was spent in consideration of method and approaches. This is the outline from which the group worked:

### OUTLINE ON METHOD

General approach: Let's not talk down to these "kids." Don't lecture them.

Most of them will be well-informed, many of them smart enough to ask tough questions.

If they ask a question or introduce a subject that you don't know, you'll be more respected if you say "I don't know enough about that, but I'll look it up and give you an answer at our next meeting."

Never get angry if an opinion is expressed which you think is misguided or false, or comes from some opposition source. State the truth as you see it. Be serious, but good-humored.

Be brief, both in preliminary remarks and in answers to questions. Give them plenty of time to talk, get as many of them as possible taking part. Throw questions at them if they are slow in starting.

Use your own experience, briefly, as much as possible. That's what you've got that they can't get out of a book.

Always illustrate a main point: something from a newspaper, something that has happened, things they might know from observation, reading, or family experience.

Always leave enough time for a summary. Tie up loose ends and make a "package" of what has been covered in the session.

If possible, begin each session with reference to some fact or point that connects this session with the one before.

### Summary

Keep to the point, keep the discussion on the track.

Don't call on anyone to speak a second time if there are some who have not yet spoken and want to.

Don't let anyone monopolize, and that means you and the teacher, too.

Keep comments and answers short.

Be good-humored and tactful, reasonably informal.

Whenever you can, relate things to their own knowledge or experience.

Don't bluff—it usually won't work.

Sum up your point of view and round things off at the end.

At each of the other three sessions the problem of method was reviewed. Naturally, there was no unanimity, and it was emphasized that the advice against lecturing was merely for guidance. However, the suggestions on behavior and manner were accepted as valid, although frequently neglected in practice. (See poll answers 13 and 14 g.)

The second question in preparing the instructors was: Do we know enough about labor matters, other than our personal experiences, our local union, and our international union? We tried to anticipate what the students would and *should* ask. We had to be certain that those who spoke for organized labor knew official policy, could define terms or explain events. We did not want harangues about the "lousy Taft-Hartley Act" in response to a question such as, "Why does your union make it hard for me to get into the trade by a closed shop or high initiation fees?" The Labor Program at Rutgers, which stayed in very close touch with every phase of the experiment, required and mimeographed outlines which I prepared for each step. These outlines were designed to summarize needed information, to discover areas of insufficient knowledge, and, particularly, to challenge the labor man as he might be challenged by his class. Throughout the outlines were to be found phrases such as "Be prepared to explain—."

We were fortunate to have at our disposal the resources of the Newark Public Library, which is far in advance of most library systems in services to labor. Miss Dorothy Bendix set up for us a good circulating library, including not only my own selections, but many useful books and pamphlets we might not have known of. The majority of our group borrowed and read on subjects outlined. In addition, I distributed free copies of such pamphlets as "The Forward March of American Labor," and pertinent quotations, in mimeographed form, from industrialists, labor personalities, and others.

It is to be noted that when the teaching schedules were being worked out, at the last preparatory session, only three or four of the delegates withdrew. They presumably deemed themselves insufficiently equipped for the teaching tasks. The rest were eager to try themselves out in the new and stimulating role.

### Comments on the Results of the Training

Unfortunately, I was unable to visit and observe the labor "teachers" in action for more than one day of the five. The comments which follow include what I saw personally, and what was reported by the participants, the school teachers, and the University visitors. These criticisms may be of value whenever similar projects are planned.

1. The teams of two labor people did not always work well together. There was a tendency for each to reply elaborately to the same question—an unneeded and time consuming competition.

2. Several persons were assigned who had not taken part in the four training periods. These were labor men who had great contributions to make, but who did not convey all that was possible because they came in "cold." They deserve full credit for their intense interest in the project, which brought them to the school at inconvenient hours, but it seems desirable that in the future only those fully prepared should be allowed to face classes.

3. There was too much speechmaking, generally. Despite the urgings against this, habit appeared too strong. That the warnings were justified may be seen in the poll tabulations.

4. Facts and important dates were not always given accurately, even when the subject had been discussed in a training session. My conclusion: more training required, more repetition of essentials.

5. Definitely, four training periods were not sufficient for the big job undertaken in the Newark experiment. If and when this kind of undertaking is pending again, two training periods per subject should be the minimum. That would be barely enough for the consideration of method and content, study, review, and practice needed.

Other criticism, much of it favorable, may be found or is implied in Dr. Weingast's article above. None of the labor participants has the least doubt that the time, strain, and effort were enormously worth while. They know they tried to bring some truth, eradicate much prejudice from among a group of tomorrow's potent citizens.

One aspect not to be ignored is contained in the wise remark made by Mark Starr, when the delegates volunteered for the experiment, "You will learn a lot more than you will teach." The union men agree, and they recommend their experience to their brothers everywhere.

## Testing the Reliability Of a Newspaper Columnist

WALTER LIPPMANN: A STUDY IN PERSONAL JOURNALISM, by David Elliott Weingast. *Rutgers University Press*, New Brunswick, N.J. 176 pp. \$3.00.

Of special interest to trade unionists is this forthcoming volume by Dr. David Weingast. Harold Ickes, for thirteen years a member of the Roosevelt Cabinet, has written an introduction to the book.

Weingast, a member of the Newark local of AFT, has devised a method for "testing the reliability of the men and women who shape public thinking in America." He selected Walter Lippmann, dean of America's newspaper columnists, as the vehicle for developing his theory.

The author is chairman of the social studies department of East Side High School, Newark, and part-time instructor in Politics at Rutgers University. He was coordinator of this year's pioneer labor-management experiment at the high school. (See pages 17 to 22 of this issue for a story on this project.) His book on Walter Lippmann was his doctoral dissertation at Columbia University.

## At Last—Current Statistics On Our State School Systems

THE FORTY-EIGHT STATE SCHOOL SYSTEMS, published by the *Council of State Governments*, 1313 East 60th Street, Chicago 37, Ill. 1949. 275 pp. \$4.00.

For years students of administration and school people responsible for finance and operation of school affairs have regretted the almost total lack of current statistics on many vital aspects relating to the maintenance, operation, and personnel of the public schools.

Current information regarding crops, livestock, the cost of living, employment conditions, trade and commerce, and financial affairs is available on a monthly, sometimes on a weekly, basis through the Departments of Agriculture, Labor, or Commerce.

Comparable data regarding the public schools, employing over a million teachers and providing educational facilities for approximately twenty-five million future citizens, has been lacking. To the extent it has been available, such information regarding the schools has been fragmentary, poorly organized and presented, and usually three to five years old. Inquiry as to the cause for this sad lack of vitally needed school statistics elicits the information that the Office of Education has neither the funds nor the personnel to carry on the necessary task of collecting, compiling, and publishing such material.

However, during the present year, with the publication of *Forty-Eight State School Systems*, the Council of State Governments has shown that the rapid and accurate job of compiling and publishing statistics that is done in many other fields can be duplicated in the field

of public education. Authorized on June 16, 1948, circulated in mimeographed form early in 1949, and published May 1, 1949, the book provides most concrete and compelling evidence that it is possible to secure usable school statistics while they are still of current significance.

The study includes significant data regarding school attendance, school organization and administration, teaching personnel, school plant, and school finance. Progress of the states in various areas is evaluated, the data for 1947-48 being compared with similar data for 1937-38. Principles, problems, and future educational needs are given attention. The defects and inaccuracies are such as might be expected in any first work of this kind.

Budget and school finance committees of local unions should secure this book. Its wide use as a reference work in the U.S. Congress and state legislatures throughout the country since its initial appearance attests to the wisdom of those responsible for its publication.

From *The Michigan Teacher*, September 1949

## Poems to Brighten A Teacher's Holiday

TEACHERS ARE PEOPLE, by Virginia Church. *Walter Hebbard*, Santa Barbara, Calif. Revised edition. 1949. 82 pp. \$1.00.

"My mother's school master  
Used a long ferrule  
To preserve order.  
My instructors I regarded  
With adoration  
Or with awe.  
Flossie sticks her head in my door  
Crying  
'Come on, old dear,  
Don't keep the gang waiting—  
You'll have to sit on my lap.'"

And how much Virginia Church must belong to any "gang" she teaches! Each poem in the eighty-two pages of the volume reveals the absorption of the true teacher in the infinite variety of personalities and human problems represented in her students; to her, pupils are people, too—people with amusing conceits, bewildering questions, and even tragic backgrounds. Nothing has escaped her, as every teacher will quickly see. Read in any teacher group, the volume will stir memories and provoke a recital of comparable anecdotes. With Virginia Church as a public relations officer, the consensus would be that teachers are *fine* people.

In his foreword to the book, Rupert Hughes has noted "the resemblance of the verse form to that of the *Spoon River Anthology* by Edgar Lee Masters." However, he reminds the reader that Masters wrote obituaries, whereas Virginia Church chooses from a schoolroom, "where young lives are just beginning." He further compares this volume with works of Sappho, school teacher and glorious poetess, and finds a thrill in each.

Certainly anyone can find enjoyment in the reading of this little book, but some verses must appeal more deeply to the teacher than to the average reader. There



is, for example, that time she has refused alluring invitations for the week end and marked themes. When she returns them to the class

"Brick chucked his into the waste basket  
With a 'Gee, somebody spilled the red ink!'  
How to make them care!"

Or perhaps the instance when, in an effort to release

the tension created by a serious class discussion, she made a light remark and was met with a boy's reproach.

"How often we adulterate their food  
When they hunger for spiritual fare."

Indeed this is a volume that presents the teacher and her classroom as the public should know them.

## THE SHAPE OF THINGS

By **GEORGE AXTELLE**, New York University, School of Education

**LIVING WITH THE CRISIS** by Fritz Sternberg. *John Day Co.*, New York, N. Y. 1949.

**THE SITUATION IN ASIA** by Owen Lattimore. *Little Brown & Co.*, Boston, Mass. 1949.

The war with all its pressures was actually a time of intellectual relaxation for most of us. Its problems were comparatively simple. The peace, or better, the truce, presents us with the gravest and most complex problems we as a people have ever been forced to meet. The great danger is that these problems will be either obscured or distorted by the present jitters over loyalty and communism. While liberal democrats and labor people have their own quarrel with communism, they must not forget that the great motivating force in the attack upon communism has the liberal democrats and labor as its real and ultimate enemy. For us to join with them is but to pick up a boomerang. Most dangerous of all, it distracts the attention of the American people from the crucial questions of our time, questions which only liberal democrats can answer, and questions which if not properly answered will destroy us, modern democracy and modern civilization.

The great merit in the books here reviewed is that they are the works of scholars who know what they are talking about, who penetrate to the heart of the questions to which we should be alert, who write brilliantly and briefly. These books should be in the hands of every social studies class in American high schools and colleges.

*Living With the Crisis* is the work of a German scholar who has had the habit for a quarter of a century of calling the turn of economic, political and military developments in western Europe and America. It is a very deceptive little volume of 180 pages. It reads so easily and states its arguments so brilliantly that on first reading, one is apt to think of it as an overlong pamphlet. Rereading a second or third time impresses one with its wealth of materia<sup>1</sup> and the rigor of its logic.

Sternberg makes crystal clear that the economic, political and military problems are but aspects of a single problem and that the domestic and foreign are but phases of that problem. "It is all the more necessary for labor and liberals to realize that the struggle against reactionary forces in the United States can be won in the long run only if it is extended to foreign policy, if the struggle against the reactionaries in the United States is synchronized with the struggle against the same forces in Europe and Asia—even if the outcome of this struggle may bring changes in the social structures of Europe far exceeding those changes that a New Deal will bring to America. It is all the more necessary to synchronize a new New Deal in America with a new New Deal in our foreign policy."

Nor is war any solution. Whatever Russia or America might do to each other, another war would doom western Europe to some kind of chaos, for western Europe cannot fight another war. It cannot get on its feet without great assistance and protection from us, and it can never achieve independence without becoming an economic and political unit. When it does so unite, it can take care of itself economically, militarily and politically for it will be more powerful than Russia, will have a much higher standard of living and will have the advantages of a free society. But Europe must be permitted to reorganize her political and economic life on her own terms.

"It can happen only if, despite American economic aid and military lend-lease, despite the opposition of powerful American groups, Europe preserves its independence and takes long strides toward the transformation of its social structure.

"When there is a Europe too strong for Russian military aggression, a Europe combining political freedom with economic progress, it is possible that, in answer to this challenge, the Russian dictatorship will be forced to give way to more democratic forms." "If the Europeans on their borders enjoy a better standard of living and greater political freedom, no iron curtain can prevent these facts from influencing the peoples of the Russian empire. A progressive, democratic socialist industrial Europe will become a political and economic competitor to the Soviet Union. Up to now the Soviet Union has not known this kind of competition."

There are serious obstacles to the development of such a progressive United States of Europe. Not least among these is our own foreign policy. In the first place, the Marshall Plan funds are used to coerce Europeans, to interfere with their own internal developments. For example, we prevented England from socializing the industries of the Ruhr and we have opposed her own domestic socialization program. In the second place we have generally turned to the Right for our allies, as, for example, Germany, Austria, Greece. Some would have us now form an alliance with Franco.

Finally, a serious threat both to the forming of a United Europe and to subsequent peace and prosperity lies in the necessary development of our armament program.

"The world and America are not threatened alone by Stalinism, although today Russian policy represents the most immediate danger. The world and America are today menaced also by the American policy that impedes a progressive solution of the European crisis, that in the United States is organizing an armament economy in such a way as to give rise to great vested interests,

in such a way as to make extremely difficult any transition from an armament economy to a peace economy, in such a way as to multiply the dangers of crisis."

Yet liberals and labor must not oppose an armament program or aid to Europe. Both are essential to political and economic security. The danger is that we may depend upon military power to do things it cannot do, that our economy may become so dependent upon armament production that we become militarized in control and spirit, and that our policies fan the flames of inflation.

The program for liberals and progressives must be a much stronger New Deal than the last—one which at home breaks the power of giant corporations and redistributes natural income in such a way as to maintain a high production economy. Abroad it must support the progressive democratic developments among the peoples of the world. Our great power must be used to help them achieve their own goals and their political and economic independence. This is a problem which the people of America must recognize as the key to their own future individually and collectively.

\* \* \*

*Situation in Asia* is an admirable companion piece. The two should be read and studied together. Both books emphasize the fact that our political and economic problems must be seen as interlocking. They cannot be understood one at a time. They must be seen in their interrelationships.

Lattimore begins with the proposition that Asia is out of control. It is not only out of control of the former colonial powers, and of Japan, America and Russia, it is out of control of itself. It is impossible to restore the old controls. "Asia for the Asiatics" was a powerful slogan only because powerful nationalist movements were set on foot by the very imperialism of the Western world. Foreign control unified Asiatic peoples against foreign control. Thus while Japan's slogan greatly accelerated nationalist movements against Western powers, it was a boomerang against her too. By the same token we have every reason to expect the peoples of Asia to resist and resist Russian encroachment.

We cannot restore old controls. Our best policy is to aid the Asiatic powers to consummate their own controls. Efforts to restore controls will but make enemies of peoples who should be our natural friends, if not allies.

The Nationalist movement, however, must be seen also as a revolutionary movement. The revolt against foreign controls is joined with a revolt against corrupt and incompetent ruling classes of their own. The Russian Revolution gave added stimulus to this revolt and Russia has continued to exploit this advantage. The Asiatic peoples along the Russian border have some direct experience of the changes which have taken place in Asiatic Russia. While in Europe Russia compares unfavorably economically and politically with her neighbors, the reverse is true in Asia. However, the Asiatic revolution is also nationalistic, and unless we play our cards badly, they will demand control over their revolution.

We should realize, therefore, that while we aid Asiatics to become independent of western Europe and of ourselves, we are aiding them to be independent of Russia.

## Beautiful to see—Christmas Cards

—with verses and matching envelopes—Fifty cards in a box for one dollar postpaid. Four boxes for three dollars. postpaid. FOUR sample cards for a quarter.

WILLIAM MOFFETT, Box 872, ELLWOOD CITY, PA.

Our interest is to build up independent peoples who can take care of themselves. In doing so we most effectively curb Russian expansion. Moreover, this is the only way we can compete with and overcome Russia's initial advantages of contiguity and revolutionary kinship. For us to support archaic, corrupt and incompetent regimes against their peoples is to forfeit this opportunity.

The last chapter of this book is worth the price of a library on foreign affairs to a general reader. In "The Essentials of an American Policy in Asia" Lattimore distills the wisdom of a lifetime of scholarship. In this chapter he develops a general theory of strategy for the conduct of foreign affairs that will be relevant long after this crisis has passed. The following quotation suggests the realism and fundamental character of the chapter:

"Politics has its own law of probabilities. The trend of the world in any period of history always creates conditions under which some things are rather likely to happen while other things are rather unlikely to happen. The strength of this trend always varies from one part of the world to another.

"The first step toward sound policy is to forecast this contemporary trend as accurately as possible, and to check on its variations in different parts of the world. Frequently it is impossible to prevent a development that has too high a momentum of probability. A trend that cannot be absolutely stopped can, however, very often be deflected; a development that cannot be controlled can usually be influenced. Correspondingly, a development that has not quite enough momentum of probability of its own can often be helped along by the right kind of policy.

"The second step toward sound policy is therefore to forecast our own resources in terms of trends that can be stopped, controlled, influenced, or promoted.

"The third step is to forecast our ability to combine our own policy resources with those of other countries, and to forecast what we shall have to offer and what we shall have to accept in order to get as much as possible of what we ourselves want.

"The practice of policy is the combination of these changeable elements with enough flexibility to take advantage of opportunities that turn out to be bigger than we had foreseen, and to evade or cushion the shock of setbacks for which we had not made enough allowance in advance."

He emphasizes and illustrates the fact that our foreign policy has been eminently successful when we have operated within the framework of the United Nations except when we use the United Nations as a weapon against Russia. On the other hand, our adventures outside the United Nations have uniformly failed of their purpose. Lattimore would have us work through the United Nations both as a more effective medium, and because in the long run security for any of us must eventually rest upon security for all of us. The United Nations must be the cornerstone of our foreign policy.

## Convention of Minnesota Federation of Labor Adopts Vigorous 14-Point Educational Program

The Minnesota State Federation of Labor, at its 67th annual convention, took a forthright stand in support of education. Listed briefly are the points in the program for education as adopted by the convention:

1. To accept the responsibility of the AFL movement in Minnesota for guaranteeing to the children of the state the best of educational programs. It was pointed out that the public schools are facing disaster because of the continuing shortage of trained teachers, the insufficient facilities to take care of the increasing school population, and the unsafe, unhygienic, and outmoded school buildings.

2. To set up a state committee to study and set in motion aggressive action on the problem of school finance, and to instruct vice-presidents to work through central bodies and local unions to develop and support local programs for financing education.

3. To support a \$3,000 to \$6,000 minimum basic salary for teachers.

4. To protect and improve teacher pension plans on state and local levels.

5. To protect and improve existing tenure laws and to amend the continuing contract law to protect teachers against arbitrary dismissal without cause.

6. To recognize programs of child development in state institutions for the mentally handicapped as educational programs and have them carried out by specialists in the field of education.

7. To support the placing of education in all state institutions (prisons, schools for handicapped, etc.) under the supervision of the State Department of Education.

8. To promote attendance at summer schools for workers and at labor workshops on a statewide basis.

9. To memorialize the AFL to set up a program to provide educational materials (films, pamphlets, etc.) on labor, comparable to the propaganda distributed by big business.

10. To provide for a dynamic speaker at the next convention to bring to the delegates the seriousness of the plight of education.

11. To support the maintenance of high professional standards and condemn the practice of certifying sub-standard teachers.

12. To support the principle of academic freedom.

13. To encourage boards of education to allow time off without penalty for full delegations to attend the convention of the Minnesota State Federation of Labor.

14. To work to extend and enforce effective state and national child labor laws.

## Growth of Junior College Seen in Several States

**340** BALTIMORE, MD.—The growth of the junior college movement was commented on by Herman C. Bandler of Local 340 in his regular column in the *Baltimore Federationist*:

An expanded program of junior colleges seems to be in progress throughout the nation. Surprisingly enough, the state of Mississippi, with a low educational level in many respects, is leading the nation in the matter of a "statewide system of community colleges," according to Dr. Jesse Bogue, secretary of the American Association of Junior Colleges.

In Mississippi, the state is divided into zones, and a junior community college is established in each zone.

With lower rates, these junior colleges are attracting thousands of students who cannot afford the programs of costlier institutions. Other advantages lie in provision for both academic and vocational instruction. Chief value of these community colleges is their service to their own localities.

Some states, such as California, are providing tuition-free junior colleges. Even board and room rates are low.

## Congressmen Emphasize Teacher-Labor Unity

**8** WASHINGTON, D.C.—In a letter to AFT Local 8, Hubert H. Humphrey, U.S. Senator and AFT member, urged "that teachers associate themselves with the organized labor movement to add their interests and talents to this vital and forceful democracy. Aside from any material gains that a teacher may enjoy through union organizations, there is also the satisfaction of knowing that a member of a union is a part of a movement for liberalism and for democracy in our society."

Thurman C. Crook, U.S. Representative and member of Local 679, supported this thought in a statement to Local 8 urging affiliation with the AFT as a "golden opportunity to cooperate with those people who are vitally interested in the cause of advancing progressive educational programs."

## Discussion of Labor Movement Enlivens Program Presented by Wilmington Teachers

**762** WILMINGTON, DEL.—In a lively two-day conference held on October 14 and 15 concurrently with that of the Delaware State Education Association, the Wilmington Federation of Teachers considered various problems suggested by the classroom teachers themselves. Discussion subjects included "Behavior Patterns," "Evaluation of Pupils' Work," "Techniques of Reading," "Articulation Between the School Levels," "Unmet Needs of the School System," "Common Learnings Program," and "The Labor Movement." This last topic aroused much interest and produced the recommendation that the schools should offer courses

in labor-management as a part of the preparation of pupils for earning a living.

The general attitude on this question seemed to be expressed by a teacher who said, "We must be true to our trust as teachers and give the impartial story and importance of fair play, cooperation, the rights of labor, and the rights of management."

Bill Frank, one of the local columnists who attended part of the conference, said, "It was like a huge forum. Teachers spoke when they had something to say—and most of them had lots to say."

## Buying Club Projects Save Michigan Teachers Money

**231** DETROIT, MICH. — Privileges of the Federation Buying Club have now been made available to all board of education employees. Courtesy cards have been distributed through union building representatives, but union members need only their Federation membership cards. Although even cars are available through the Buying Club, the whole project has been carried out without any cost to members.

**684** HIGHLAND PARK, MICH. — Two projects supported by the Highland Park local are making possible savings for union members.

Contacts have been made with some 40 stores that will allow union members discounts of from 5 to 33½ per cent on a variety of consumer commodities, including cars, luggage, musical instruments, clothing, books, and jewelry.

Other contacts have been made with cooperative food stores, where savings take the form of annual dividends based on the amount of the individual's purchases. Members of the union may also buy clothing at a new clothing center which operates at one-half of the usual "mark-up."

## A.A.U. Meets in Madison

**223** MADISON, WIS. — At a joint meeting of the American Association of Universities and the Association of Graduate Schools on October 28, Professor Merle Curti spoke on "American Scholarship in the Twentieth Century." A report by Professor Helen C. White covered the second national conference of the U.S. National Commission for UNESCO. Both Professor Curti and Professor White are AFT members.

Professor Curti was recently given an appointment in American history at the Institute for American Affairs at the University of Munich. The institute, sponsored and financed by the Office of the Minister of Education, Bavaria, opened this fall and is the first of its kind in Europe.

## Walker Wins Council Seat

**824** RIVER ROUGE, MICH. — Edwin R. Walker, a charter member of the River Rouge local, was victorious in an eight-man contest for a seat on the River Rouge city council.

Mr. Walker has been a classroom teacher in the city for the past 16 years and has been an outstanding leader in youth recreational activities and adult education among the foreign born.

## Need for Guidance Programs Stressed in New York Study of Maladjusted Child

**2** NEW YORK, N. Y. — An important contribution to the understanding of the problem of the maladjusted child has been made by the New York local. Following several months of study of the problem by its juvenile delinquency committee, made up of teachers, social workers, and psychologists in the city schools, a report of its findings was issued.

The report emphasizes the need of preventive rather than curative efforts. Stress is laid on the importance of adequate guidance programs.

The following summary of the report appeared in the *Bulletin*, published by Local 2:

Great discrepancies exist at present between guidance programs at the various levels of the school system and in relation to adequate standards which have been set. The U.S. Office of Education advises one trained counselor for every 400 pupils. New York City junior high schools, the centers of impressionable, adolescent-aged students, carry one counselor per 1,000 students; the academic high schools have about the same ratio. The vocational high schools do better, with about one guidance person to 500 students. The elementary schools have no full-time counselors, though some teachers, not especially trained, are assigned to guidance activities.

"Under such handicaps of personnel," says the report, "while some maladjusted children are discovered in time to plan a program of protection, many never even have an opportunity to meet the specially trained counselors who can help them. The schools can make their greatest contribution to the fight against delinquency by providing personnel able to recognize early symptoms and take remedial action."

The committee recommends four levels of guidance, depending on the complexity of the problem.

1. Classroom teachers trained in mental hygiene.
2. Teacher counselors aided by skilled supervisors.
3. Psychiatrists, psychologists, and social workers in sufficient numbers to cope with seriously disturbed children.

4. Child treatment centers under municipal and state auspices to provide for children who require a change of environment while under observation and treatment.

In the matter of personnel, the report lays stress on expanding

the category of teacher-counselor throughout the school system. "Teachers should be encouraged to qualify for the license of teacher-counselor through in-service courses given under the auspices of the Bureau of Child Guidance of the Division of Guidance. Ample time should be allowed for completing the course requirements. Provisional appointments to posts in the guidance program should be made until lists are promulgated. However, the committee believes that, eventually, all personnel engaged in guidance on a full-time basis should prove their competence by passing a regular, competitive examination."

An expansion of the Bureau of Child Guidance is advised. "Each Assistant Superintendent's area should be served by a completely staffed unit of the Bureau of Child Guidance. A unit includes one school psychiatrist, four school psychologists, and four school social workers."

To encourage the recruitment of staff members, the Committee recommends a single salary, and an adequate salary scale (\$3,500 to \$6,500), liberalized salary credit for previous experience, and improved conditions for substitutes.

For severe cases of delinquency, improved and expanded municipal shelters are recommended. "Even with the best school counseling and Bureau clinical services available, there will still remain a group of children with problems so severe that temporary shelter away from the home environment is necessary for observation and treatment. For these children a non-sectarian set-up offering a controlled environment under municipal auspices must be established. The Board of Education is not equipped to give resident care. The municipal and State Departments of Social Welfare, which supervise all other children's institutions, are the logical agencies to organize this program."

(Copies of the report may be had from the New York Teachers Guild, 2 East 23rd St., New York 10, N.Y.)

## Ackerman at New Post

**296** SPRINGFIELD, O.—D. F. Ackerman, president of the Springfield local, was named personnel director in the public schools, a position just recently created. Mr. Ackerman has been a classroom teacher in the city since 1934.



## Kaplan Says "Relatives Can Make Us Unhappy"

**1020** SALINAS, Cal.—When Morris Kaplan found his salary as a vice-principal in Salinas woefully lagging behind the high cost of living he went to Los Angeles and is now carving out a career in the journalistic world. Looking backward to his Salinas days, he wrote the following letter to the editor of the Salinas local's *Weekly News Letter*:

"... I am a member of two unions—the CIO Los Angeles Newspaper Guild and the American Federation of Radio Artists—and at no stage of my membership in either has my standard of workmanship or service to my employer been lowered because of that union connection. As far as the Newspaper Guild is concerned (I don't know the history of AFRA), it is made up of men and women who at one time firmly believed that they were above the 'contaminating' confinement of a labor union—that it was for the 'common' man, but not for them.

"These same men and women now shout praises of the union for what it has done for them."

Shifting to an ironic mood, he continued:

"However, in your case, I realize that you're out to destroy democracy; overthrow the school system; put the captain of the football team in the principal's seat and place the principal and superintendent—providing they can do the job there—behind the janitor's broom.

"And another trouble with you and your kind is that—like the grocer, the landlord, the finance company, the doctor—and the principal and superintendent—you're always thinking of money.

"You want more so that you can pay your debts or live better? Don't you know that 'better' is only a relative term, and that happiness doesn't depend on relatives? In fact, relatives can make us very unhappy.

"Don't you know that it is deprivation that develops character, and that it is only people with character—strong character—that we want in our schools? "But I'll forgive you unionists for what you're trying to do... You'll learn with experience that things will take care of themselves...."

## 703 Lists Achievements

**703** MANSFIELD, O.—Surveying its record since 1943, the Mansfield local is able to list 13 major accomplishments. Among them are the attainment of a single salary scale based on training and experience, smaller classes for elementary teachers, a reduction in the number of "permanent substitute" teachers, and the promise of preparation periods for elementary teachers as a new building program is completed.

## State Job for MFT Sect'y

**332** BUTTE, MONT.—Mary McNelis, one of the most active members in the Butte local and secretary of the Montana State Federation of Teachers, has been named to the state board of health by Governor Bonner. Miss McNelis represents organized labor on the board.

She has served several years on the board of the state retirement system for teachers and has been active in promoting the welfare of labor in Montana.

## Chicago Pay Increased

**1** CHICAGO, ILL.—Since December 1948 efforts on the part of Local 1 have resulted in raising the elementary teacher's maximum salary by \$1100 and the high school teacher's maximum by \$950.

The present salary range for elementary teachers is \$2500 to \$4300. High school teachers are paid on the same basis but since their school day is longer their salary range is proportionally higher—\$3000 to \$5160. In each case the maximum is reached after nine years. A bachelor's degree is required for beginning elementary teachers and a master's for beginning high school teachers.

## Local 538 Turns Columnist

**538** COLUMBUS, O.—Local 538 has assumed responsibility for a column in each issue of the weekly *Columbus Labor Tribune*. Its general theme will be "Your Child in Your School." The first column was written by Ann B. Thompson, of the local.

## "St. Paul Teacher" Issued

**28 & 43** ST. PAUL, MINN.

—The *St. Paul Teacher*, new official organ of Locals 28 and 43, made its bow to the public in September. The first issue contained full discussions of the St. Paul salary situation. Included was a report of the support given the teachers' federation by the delegates to the St. Paul Trades and Labor Assembly. This body passed a resolution asking that "promises to the teachers be fulfilled, that the salary ordinance be amended to provide for a maximum of \$4400 per year up to January first...."

## L.A. Aided in Campaign

**1021** LOS ANGELES, CALIF.—

Local 1021 is in the midst of an active organization campaign both in the city and in nearby communities. The effort is being directed by Mr. F. C. Snow, recently employed as organizer. A one thousand dollar contribution from the California State Federation of Labor and additional contributions from sixty locals have assisted the campaign.

At the October membership meeting, an unusual feature was the talk by Nora De Lacy, exchange teacher from England.

## Oust Secret Societies

**111** PORTLAND, ORE.—At a meeting of the Portland Central Labor Council, May Darling, the delegate from the Portland Teachers Union, introduced a resolution to support the Portland School Board in its drive to eliminate secret organizations from the schools. The resolution labeled such organizations as snobbish and undemocratic, and commended the superintendent and the administrative staff for their efforts to abolish such anti-social elements.

## Congratulations, Councilman DeBeauclair

**231** DETROIT, MICH.—In a hotly contested election in East Detroit, Russell DeBeauclair, member of the Detroit local, was elected to the village council.

Mr. DeBeauclair was chairman of the East Detroit civic committee that gave the teachers of that village welcome support in a school crisis a couple of years ago. He is part of the clean government group currently fighting gambling.



# State Federation Affairs

## Kenosha and Milwaukee Approve WFT Meetings to Fill Convention Attendance Requirements

An end to compulsory membership in the Wisconsin Education Association and permission for teachers to attend either the WFT convention or the WEA convention in November were voted recently by the school boards of Kenosha and Milwaukee. With a full two-day convention provided by the WFT, union teachers of these two cities, as well as some others, may now meet payroll requirements for convention attendance without going to WEA meetings.

By the action of the two school boards, the teachers of two large school systems are thus freed from a requirement that they have long considered discriminatory and that they have keenly resented. WFT sessions are open to all teachers, whether union members or not.

Teachers of other Wisconsin cities, including Superior and La Crosse, have had the privilege of attending either the WEA or the WFT convention.

Last spring the Board of Education in Kenosha changed its rules so that teachers are no longer compelled to join the Wisconsin Education Association. They may now receive pay for the two convention days in November by attending either the WFT or the WEA convention. Some years previous, the Board had ruled that teachers might attend the Wisconsin Federation of Teachers convention, but that all teachers were forced to join the WEA.

The change in rules last spring was brought about through the efforts of a committee from the Kenosha Trades and Labor Council. After hearing a resolution from the American Federation of Labor convention calling on local trades and labor councils to lend their efforts in ending discrimination against state teacher federations, a committee was appointed to investigate conditions in Kenosha. After several meetings with the superintendent and members of the board of education, the desired changes in the board rules was accomplished.

The Milwaukee action followed a request by the Milwaukee Teachers Union to the Board of School Directors last July. The Union urged that the previous policy of the board,

whereby Milwaukee teachers were paid their regular teaching salary for attending the WEA convention, be amended to include the Wisconsin Federation of Teachers convention. Many Milwaukee teachers objected to the underlying principle of the existing policy, contending that it constituted "compulsory membership" in a voluntary, private organization, since the schools were closed during the convention days.

At the hearing before the school board's instruction committee, Director Elisabeth K. Holmes questioned the legality of the so-called "compulsory membership" policy. She contended that a recent decision of the Wisconsin Supreme Court would substantiate this interpretation. The committee voted unanimously to change its policy. Subsequently, upon the committee's recommendation, the Milwaukee board at its September meeting on Tuesday, September 6, accepted the change in policy. In effect, the action permits teachers to attend either the WFT or the WEA convention, or both.

Thus, a Milwaukee teacher has complete freedom of choice in organizational membership. He may belong to either the WFT or WEA or, if a member of neither, he may still collect his pay by attending the WFT convention, which is open to all teachers, regardless of membership.

## Eklund Addresses ISTF

About one hundred teachers attending the fifth annual convention of the Iowa State Teachers Federation heard John M. Eklund, AFT president, urge that schools should tell the story of labor's participation in the struggle for a better educational system. No textbook has told the whole truth of labor's contribution, he stated, and he suggested that teachers draw up more progressive courses of study and publish their own textbooks.

Convention resolutions called for closer cooperation of teachers with AFL labor bodies and support of AFL political action for labor welfare and increased appropriation for educational facilities.

## Ohio Provides Sick Leave

The state legislature of Ohio unanimously passed a law effective October 25, 1949, providing sick leave for all employees of the state including those in the schools. The law states that "each full-time employee shall be entitled for each completed month of service to sick leave of one and one-fourth work days with pay. Employees may use sick leave upon approval of the responsible administrative officer of the employing unit for absence due to illness, injury, exposure to contagious disease which could be communicated to other employees, and to illness and death in the employee's immediate family. Unused sick leave may be cumulative up to ninety work days unless more than ninety days are approved by the responsible administrative officer. The previously accumulated sick leave of an employee who has been separated from the service may be placed to his credit upon his re-employment in the public service."

Transfer of credit is permitted an employee changing from one agency to another, and provisional employees are also entitled to sick leave.

## California AFL Supports AFT Program

In its recent convention held at Los Angeles, the California State Federation of Labor adopted six resolutions introduced by the California State Federation of Teachers. These resolutions included: first, the establishment of three scholarships on the American labor movement to be awarded to California high school seniors in May 1950; second, provision for the support of the \$250,000,000 bond issue for school buildings; third, promotion of a campaign for labor representatives or persons friendly to the labor movement on all local school boards; fourth, greater support of the PTA and Dad's Clubs by union people so that such organizations will be more representative of labor's views; fifth, encouragement of labor members teaching in the public schools to join the teachers' unions; and sixth, full support of legislation providing federal aid to education of not less than a billion dollars.

### Montana AFT Recognized

A definite need for "over-all re-assessment of property in Montana so that state equalization funds can be increased and made more certain as they concern school financing" was disclosed by the Montana Federation of Teachers at their fourth annual convention at Great Falls on October 15. The meeting emphasized the danger to the professional growth of a teacher who must seek a second line of employment to supplement an inadequate income. James D. Graham, president of the Montana State Federation of Labor, and Perry S. Melton, editor of the *Treasure State Labor Journal*, were among the speakers.

The State Superintendent of Public Instruction, in a letter sent to the Montana Federation of Teachers, called attention to the recognition given to the AFT by the Montana Board of Education, so that days spent in attendance at AFT conventions may be counted as days taught. Included in the letter was the suggestion that in the future the AFT might find it possible to hold two-day sessions, "which would give your organization more time for their very worthwhile program."

### AFT Holds Four Institutes

This fall, as in former years, the Michigan Federation of Teachers scheduled four two-day institutes in different cities in Michigan. These MFT Institutes have the same status as other institutes approved by the state superintendent of public instruction. Thousands of Michigan teachers participated in the AFT planned symposiums, panels, demonstrations, and workshops.

Among the distinguished speakers were Paul H. Douglas, U. S. Senator from Illinois and an AFT member, and Margaret (Mrs. G. D. H.) Cole, Secretary of the Fabian Society of England and a well-known author and lecturer. Other noted speakers were AFT President John M. Eklund; James G. Crowley, radio commentator; Professor Royal Hall of Albion College; Dr. J. Clark Moloney, and Sir James Stirling Ross.

### MFT Member Gets State Job

Governor G. Mennen Williams has appointed to membership on the Michigan Public School Employees Retirement Board, Jessie Baxter, a member of the Detroit local and executive secretary of the Michigan Federation of Teachers.

### Minnesota AFT Sponsors Two-Day Conference on Current Educational Trends

"Looking at Education in 1949" was the theme of the highly successful conference sponsored by the Minnesota State Federation of Teachers and held in St. Paul. After a welcome by the mayor of the city, greetings were extended by the president of the St. Paul Trades and Labor Assembly and by the secretary-treasurer of the State Federation of Labor. Dr. Robert Beck of the University of Minnesota then spoke on "Educational Trends in 1949—Neglected Areas." At the second session Dr. Robert Fawcett of the Rochester Child Health Institute discussed the emotional health of the teacher. Other speakers were Dr. Stanley Schlacter and Dr. Ben Wil-

berman, both of the University of Minnesota.

On the second day of the conference, Dr. Forrest Connor, Superintendent of Schools, St. Paul, spoke briefly. He was followed by Willis Thomson, principal of the high school in New Rochelle, New York, whose address was on "Looking at Vocational Education."

A workshop at which presidents of the participating locals discussed "Looking at Labor and the Curriculum" concluded the program. A delightful tea at the club rooms of the St. Paul Federation of Women Teachers brought the conference to a close.

### Concerted Action Wins Michigan Teachers Freedom of Choice in Institute Attendance

Many newcomers to the profession know little about the Fall Institutes under the auspices of the Michigan Federation of Teachers, except that teacher interest in them appears to increase year by year. Older members of the profession could tell them of the time not many years since when institutes were regarded as a necessary evil. As one teacher puts it, "Many of the teachers made a practice of registering at the first session and then wandering off—the men to fish or hunt; the women to movie or shop."

Those were the days when the state school authorities and many local school boards combined to use the institute as an organization device to perpetuate the state teachers' association as a company union. Teachers were obliged to join the state association to attend the institute; institute attendance was necessary to secure the two days' salary. The rugged individuals who refused either to join or attend were ostracized, made decidedly uncomfortable, and usually assigned "busy-work" of one kind or another in their classroom for the period of the institute.

With the organization of the MFT in the early thirties these practices were challenged. Union members and officers pointed out that it was illegal for the state superintendent to sanction the holding of institutes by a private

organization of teachers which used the privilege to force teachers into membership with the connivance of principals and superintendents.

The result of the MFT protests was yet another proof of the value of concerted action by teachers. The monopoly position of the state association was ended. The MFT was authorized by the state department to hold institutes. This year, as for a number of years past, four MFT institutes will be held in various parts of the state.

And with the breaking of the monopoly a number of important gains were made by teachers. In the first place, of course, organizational affiliation is now a matter of choice. Teachers may now feel free to join or abstain from joining any or all organizations. Then again, they are now free to attend any institute, regardless of whether they have joined the organization sponsoring the program. And finally, with a choice of institute programs, the general character of these programs has improved from the standpoint of both quality and audience interest and participation. For these gains, all of which have contributed materially to the democratization and professional self realization of teachers, the Michigan Federation of Teachers was primarily responsible.

From *The Michigan Teacher*

## Highlights of the AFL Convention

The American Federation of Labor held its 68th annual convention at St. Paul, Minnesota, October 3-10. The sessions were characterized by a spirit of harmony and complete absence of turbulence and dissension. Seven hundred delegates representing over 8,000,000 members acted on 133 resolutions.

Among the measures adopted were:

1. A program of political education under the auspices of Labor's League for Political Education to assure the election of a liberal Congress.

2. An organization campaign for 1,000,000 additional members as a tribute to the 100th anniversary of the birth of Samuel Gompers, the first president of the AFL.

3. An international relations program endorsing the formation of a free and democratic world labor organization. (President William Green headed a ten-man delegation to the London Conference. Another of the AFL delegates to the conference was AFT member Henry Rutz, who has been the AFL representative in Germany.)

4. Endorsement of a shorter work week to spread jobs and reduce unemployment.

5. Resolution calling for an expanded social security program, national health insurance, and repeal of sales, payroll, and amusement taxes.

6. A call for labor representation on local housing and slum clearance projects.

7. Recommendation of voluntary contribution of two dollars per member to Labor's League for Political Education.

8. Change of date of future annual conventions to the third Monday of September to leave more time for post-convention activity prior to national elections.

9. Approval of program of radio broadcasts over a national network of 147 stations, five days a week at 9:00 P.M. Central Standard Time, starting January 1, 1950.

10. Greetings to the new State of Israel and praise of its people and the Histadrut (General Federation of Trade Unions) for its heroism and determination in the past year.

William Green, Secretary-Treasurer George Meany, and all the 13 vice-presidents were unanimously elected by acclamation. President Green has served 25 years. He was awarded a plaque by A. Phillips Randolph on behalf of the Brotherhood of Sleeping Car Porters for distinguished service in the fight for abolition of racial discrimination in the labor movement.

(For action taken on educational measures see pages 4 to 9.)

### Old Age Looms as Major Economic Problem

Old age as a social and economic problem has been creeping slowly upon the American nation for the last half century, but we are still in the early stages of its development. Ewan Clague, Commissioner of the U.S. Department of Labor's Bureau of Labor Statistics, told the Institute on Problems of Old Age at the University of Chicago.

"Beginning in the 1950's the problem will begin to gather speed and will roll on to full flood in the closing decades of the century. Therefore, we have somewhat less than 10 years in which to evaluate the patterns of solution which, as a nation, we shall adopt."

The decline in the birth rate, the decrease in the death rate, and the small number of young immigrants from abroad are some of the reasons for the change in age structure of our population. The older group is divided into two categories: those over 65, who constitute the problem of old age dependency; and those from 45 to 64 years of age, who constitute an employment problem. These two groups together—the old and mature—will form by 1960 almost one-third of the entire population, and by the year 2000, almost 40 per cent.

The older worker who loses his job looms largest as a social and economic problem. Employers underestimate the actual capacity of older workers and some of the older workers have exaggerated ideas about their own earning capacity.

Earlier retirement is not a satisfactory solution. Reducing the re-

tirement age down to 60 would add tremendous financial burdens, decrease our labor force, and limit our production unnecessarily.

Instead of earlier retirement, Clague suggested that *adult industrial education* should be emphasized. "Many older people would like to learn new occupations; many more would do so if the opportunities were offered," he said. "If it makes possible his continued employment for another 20 years, it is certainly a better social investment than pensioning the worker or carrying him on public relief."

There is urgent need for research and information in this field. Actual case studies should be made on the productivity of older workers in various jobs and occupations. Teachers who face compulsory retirement are particularly concerned with these problems.

### 6,340,000 GI's Benefit From Educational Help

About 40 per cent of the veterans of World War II, approximately 6,340,000, have taken some form of educational courses under the Government benefit program, the Veterans Administration announced recently in a compilation covering the period to last June 30.

Veterans have obtained educational benefits either under the "GI Bill of Rights," which provides tuition and limited allowances for all veterans, according to length of service, or under Public Law 16, which specifically provides training for disabled veterans.

The VA figures indicated that the largest group had taken school work below college level, mostly in high schools. This fraction totaled more than 2,500,000. College students ran a close second, accounting for more than 2,000,000 of the veterans. The others enrolled in schools giving various types of vocational training.

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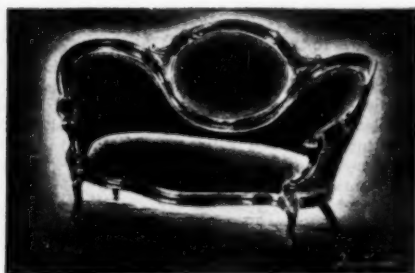
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